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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## Education: *The Biggest Business in America*

*Extracts from An Address by Dr. William M. Davidson*

*Superintendent of Schools, Pittsburgh, Pennsylvania*

*Delivered at the Gregg Regional Conference, Pittsburgh, March 12, 1927*

I HAVE just returned from the city of Dallas, Texas, where was held perhaps one of the finest conventions of the Department of National School Superintendence, which is the largest educational body at the present time in the world. There are meetings that represent the by-products, and always those by-products link up immediately with youth—the youth that you and I are in contact with and the youth whose lives we are influencing in the classrooms of the great public schools of the country.

### *Progress in Fine Arts Demonstrated*

This convention brought together high school orchestras from thirty-eight states of the Union, a representative group of young people two hundred sixty-eight in number. It cost

some fifty thousand dollars to assemble that group of youth in the city of Dallas for a demonstration in the field of music—the purpose to give an opportunity to the visiting thousands upon thousands of heads of schools in America, including directors, superintendents, supervisors, and others interested in education, of seeing what the schools in America have done in a period of twenty years with that phase of music known as orchestral music in the public schools. I have never heard anything so inspiring, so effective, as that demonstration in the field of education and in the field of fine arts rendered by those two hundred sixty-eight boys and girls from the thirty-eight states of the Union.

The program which they rendered was not a jazz program, but was a program in the higher things of music—cultural in the ex-

trème, uplifting and inspiring. It sent home the eleven thousand people assembled in Dallas with a higher resolve to make more of those beautiful things of life which bring to our communities the spirit of youth at its best as it reaches out and then tiptoes to touch the beautiful ideals of life represented in the realm of the cultural side of human experience.

### *Clearing House of Ideas and Ideals*

That demonstration shows what a great convention can do when it is becoming a clearing-house of the ideals that are scattered everywhere throughout the reaches of the land. That is what the Department of Superintendence is. It stands today as the greatest clearing-house of America. Had that organization not persisted and kept up the work, the schools would be more diverse in the states of the American union than they are at the present time.

This convention today is a great clearing-house of ideals—in the lobby, at this banquet table, as we listen to the unfolding of these addresses, in this fine historical address of Mr. Gregg himself, in the discussion of the papers, and as you talk with one another. This Regional Conference constitutes a clearing-house of ideas and ideals in relation to the subject of shorthand which has come to represent a mighty place in the development of the institutions known as the public high schools of America.

### *Education Country's Biggest Business*

I wonder if we, as teachers, realize some of the things that link up with the job we have to do; if we realize how big our job is. I am constantly laying down the thesis that the business of education is the biggest business in this Republic at the present time; that the business of education—public, private, parochial, including all grades of education from the primary through the most advanced courses of higher education and the professional schools, leaving none out—I say that the biggest business in Pittsburgh, and in this whole regional district represented here this afternoon is the business of education.

### *Billions Invested Deserve Recognition*

There is at present in the United States of America invested in school plants, private, public, parochial, higher and lower education, the amount of \$6,800,000,000. In those plants there are 27,400,000 boys and girls enrolled. Adding twenty-seven million, if you please, to your two million personnel, we have the round number of thirty millions of people concerned with this business, representing an investment of \$10,000,000,000. Am I right or am I wrong in saying that education is the

biggest business in America, since it concerns the lives of thirty million of its citizens?

What we need to say to the United States Congress is this: That if this is such a big business, it deserves recognition. It deserves being dignified beyond a small Bureau of Education with a \$300,000 appropriation. It needs to take the forty educational activities scattered through the war, the navy, the agriculture, the interior departments—it needs to gather those up with the Bureau of Education, and then step right out into the open and say, "Mr. Congress, what we demand is a Secretary of Education who shall guide and direct this mighty business in America, and shall establish such-and-such departments of research and such-and-such departments of scientific inquiry in connection therewith." When it has gathered the facts together upon which education in the future is to be more definitely based than it has in the past, then scatter them out for the school systems to take and appraise and appropriate and apply in their individual work in the States.

### *Tribute to Mr. Gregg*

Every institution is but the extended shadow of a great man who represents its spirit. By that token and by that measurement, the department of education which you represent in the commercial field and the duties with which shorthand is concerned in this country at the present time, is the extended shadow and influence of a man who modestly and silently has projected that influence into the classrooms of thousands upon thousands of boys and girls and teachers throughout this land.

I pay my tribute to the genius who started out single-handed and alone, grasped the idea that the old complex systems of shorthand needed to have the non-essentials eliminated—to have the chaff blown away so that the kernels of wheat might be held fast and firm and all the rest made to disappear, so that even you and I can learn to write shorthand if we put ourselves to it, as Woodrow Wilson did, as Dr. Harris did, as Charles Dickens did, as scores and scores of Judges of the United States and of the local state courts have done—working their way up from their humble beginnings at the point of a pencil, writing "pot-hooks," until they became the dignified members of the National Government, or of the State Government, in the field of the judiciary, or in the field of law, or in the field of literature.

I take off my hat here today to the genius that has brought about these Regional Conferences, these clearing-houses of ideals connected with the department of commercial education, which concerns the life work of eight hundred thousand to a million boys and girls in America at the present time.

# CONVENTIONS

## *Iowa Research Conference*

**R**EPRESENTATIVES of more than one hundred teacher-training colleges attended the second Annual Research Conference on Commercial Education, sponsored by the College of Education and the College of Commerce of the University of Iowa, held in Iowa City, February 24-26. Dr. E. G. Blackstone, of the University, who conceived and arranged for the conference, presided over perhaps the largest gathering of specialists in commercial teacher-training ever brought together.

### *New Association Organized*

The outstanding achievement of the conference proved to be the organization of the National Association of Commercial Teacher-Training Institutions for research development and improvement in procedure in the training of commercial teachers in the various educational institutions of the country. Professor Blackstone was elected the first president of the Association. Paul S. Lomax, New York University, was elected vice-president; Miss Ann Brewington, University of Chicago, secretary; and Professor Paul A. Carlson, State Teachers' College, Whitewater, Wisconsin, treasurer.

The board of directors for the new organization were elected in two groups—one-year members and two-year members. Those serving for one year are Professor R. G. Walters, Grove City College, Grove City, Pennsylvania; Professor F. H. Ellwell, University of Wisconsin; and Dean A. H. Wilde, Boston University. Two-year members of the Board are Professor E. D. Pennel, Western State Normal School, Kalamazoo, Michigan; and Professor



*Dr. E. G. Blackstone*

*President, National Association of Commercial Teacher-Training Institutions*

F. G. Nichols, Graduate School of Education, Harvard University, Cambridge, Massachusetts.

Fourteen institutions enrolled in the new association, namely: State Teachers' College, Maryville, Missouri; Illinois State Normal University, Normal, Illinois; University of Chicago, Chicago; Western Illinois State Teachers College, Macomb, Illinois; New York University, New York City; Western State Normal School, Kalamazoo, Michigan; Boston University, Boston; State Normal School, Whitewater, Wisconsin; Madison Vocational School, Madison, Wisconsin; Federal Board for Vocational Education, Washington, D. C.; University of Wisconsin, Madison, Wisconsin; Coe College, Cedar Rapids; Iowa State Teachers College, Cedar Falls; and University of Iowa.

### *Conference Report to be Published*

The three-day conference was devoted exclusively to reports of research studies. So many important data were presented that the confining limits of a reportorial digest would not do justice to the sessions. A complete report is to be assembled and printed by the College of Education of Iowa University, and it is a report that, when available, will be eagerly read and studied by the teacher-training world.

The first session of the conference was devoted to the formation of the new organization of commercial teacher-training institutions. The meeting was presided over by Mr. E. W. Barnhart, Chief of Commercial Education, Federal Board for Vocational Education,

Washington, D. C. Mr. R. G. Walters, head of Department of Commerce, Grove City College, Grove City, Pennsylvania, led the discussion on the plan proposed, and Dr. Blackstone presented the constitution, which was subsequently adopted.

The second session of the conference, held in the Iowa Memorial Union, was given over to informal discussions.

#### *Friday Sessions*

The Friday morning session in the Senate Chamber of the Old Capitol, presided over by C. A. Phillips, dean, College of Commerce, University of Iowa, was devoted to discussion of the following subjects: Preparing a Modern Course of Study in Stenography, by Miss Minnie A. Vavra, Cleveland High School, St. Louis; The Stroke Unit for Measuring Shorthand Ability, by Mrs. W. J. Schramper, University of Iowa; What Research is Necessary in Establishing a Commercial Course for a Given School? by Mr. E. W. Barnhart; and An Experiment with Rhythm in Teaching Typewriting, by Mr. B. J. Entwisle, head of commercial department, Lead, South Dakota.

On Friday afternoon, with Mr. P. C. Packer, dean of Commercial Education, University of Iowa, presiding, the topics were: Reorganization of Junior High School Commercial Work in Wisconsin, by Mr. C. M. Yoder, director of commercial courses, Whitewater State Normal School, Whitewater, Wisconsin; A Study of Eye-Movements in the Reading of Shorthand, by Miss Ann Brewington, College of Commerce and Administration, University of Chicago; Findings of the Iowa Survey of Commercial Education, by Dr. Blackstone; A Job Analysis of Bookkeeping, by Mr. R. E. Nyquist, head of commercial department, High School, Mason City; The Next Step in Measuring Bookkeeping Ability, by Mr. Paul A. Carlson, head of accounting department, Whitewater State Normal, Whitewater, Wisconsin.

"Dreams and Theories" was the broad and interesting topic of the informal discussion at the Friday afternoon session.

#### *Saturday Session*

Saturday morning closed the conference. Mr. E. W. Hills, Associate Professor of Commerce, University of Iowa, presided. The subjects and speakers were: Studies in Office Practice and Clerical Procedure (Mr. L. J. Jones, chief of the Bureau of Child Accounting and Statistics, Cleveland); Factors Determining the Choices of Commercial Subjects by High School Students (Miss A. Bladwen Beynon, Lincoln High School, Lincoln,

## **¡ATENCIÓN!**

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Nebraska); Measurement of Transcription Ability (Mr. Clay D. Slinker, director of Commercial Education, Des Moines); An Experiment with Automatization of the 1,000 Commonest Words in Typewriting (Mr. David Pearson, University of Iowa); Fundamental Problems so far Unsolved in Teaching Motor Activities (Mr. Earl W. Barnhart).

Mr. Barnhart, in commenting on the conference as it closed, said, "I feel very certain that in coming years this meeting will be regarded as an outstanding milestone on the road of progress in commercial education. No meet-

ing has ever been held to do what this conference has already done and what its program for tomorrow promises to do."

Coming nearly half way across the continent to attend the conference, Professor Paul S. Lomax, New York University, said, "Modern business now builds its policies upon facts, and since the commercial department in a school is a business, it, too, must build its policies upon a fact basis. This conference will mean a rebuilding and construction of new teaching methods. It is a pioneer in new scientific work in commercial education."



## Indiana Commercial Teachers' Conference

Report by Anna Marie Yates

Student, Department of Commerce, Ball Teachers' College

THE seventh Annual Indiana Commercial Teachers' Conference was held on February 26, at Ball Teachers' College, Muncie, Indiana.

### Justifying Commercial Education

Professor C. O. Thompson, of the Department of Education of Ball Teachers' College, discussed the application of commercial studies to the fundamentals in education. He said in part:

If any subject matter or material can be justified as material in the educative process, it can be justified on the ground that this material can be used to better advantage in the educative process than any other material that can be selected. We are now considering the purpose of secondary education to fit the child to become a leader in all aspects of life. If commercial work can be justified, it can be justified only on the grounds that there will be requirements which can be expected to produce the complete development of boys and girls.

### The High School Commercial Course

J. O. McKinsey, Professor of Accounting at the University of Chicago, gave an interesting and instructive talk on The Content and Justification of the High School Commercial Course. Excerpts from Professor McKinsey's speech follow:

Whether or not the course is justified depends upon the content of that course. If a course is organized in the proper way, it is justified; if not—if it does not fulfill the requirements of a high school education—it is not. I have no cut-and-dried program as to what the content of the high school commercial course should be. One of the dangers of today is too much specialization. People seem to think that if a man wants to succeed he must be a specialist. Specialization may lead to a mechanical efficiency in routine

matters. It does not lead to a development that leads men on to greater possibilities and opportunities. I do not believe you can make a decision of the content of the high school commercial course by considering separate or individual subjects in the course. The students should be trained in the fundamentals of business rather than in special fields.

There is one definite responsibility we owe to high school students and to their parents, who are supporting the schools. We owe them the obligation to give them some training which will assist them to adapt themselves to their physical, social, and political environment.

Professor McKinsey divided the courses that should be given in high school into two classes:

#### I. Technical tools common to all businesses:

1. Mathematics—business arithmetic.
2. Penmanship
3. English

#### II. Technical courses needed in some but not all businesses.

1. Shorthand
2. Typewriting
3. Bookkeeping

"One of the most important things we do in commercial education," said Professor McKinsey, "is to teach the student the necessity for learning the reason *why*. The man who knows *how* to do a thing will always have a job. But the man who knows *why* will always be the other man's boss. When you have taught the student to analyze and be inquisitive you have taught him how to make his way in business.

The high school commercial course is justified if we can organize a course to equip a person for life, all sides in proportion. It is not justified if he is equipped for one special job only. Give him a general course—a knowledge of geography, history, science—send him out in business and let him learn after he gets out there. If you can give him a training which will give him a comprehensive point of view

towards life as well as teach him general knowledge about business and its tools, it is certainly justified.

If you have taught him all these things, don't forget to teach him business is a pleasure—not a task. Get young men and women in business to see that they are really playing a game where competition is keen—battling their wits against the wits of others—a game which they should enjoy and in which they should accept defeat in good spirit. They should applaud the other fellow if he gets ahead. To get them to get a real "kick" out of their daily work in business would be progress. The men who have made the greatest success today look on work in that way.

You will never get a course just as you want it, and you will never get it just as it should be. If we have an ideal, it will be of some value even if we never reach that ideal.

### *Tangora Gives Typing Demonstration*

In the afternoon, Albert Tangora, world's champion typist for 1923, 1924, and 1925, gave a typewriting demonstration and address. He gave demonstrations of rhythm and speed in one-minute tests, as well as answering questions while taking tests. He answered all questions the teachers asked him about typewriting.

### *Handwriting*

Mr. D. Clyde Beighey, supervisor of writing in the Indianapolis Public Schools, discussed Writing as an Administrative and Teaching Problem. Mr. Beighey said that what the business man wants is *good plain writing* at a good rate of speed. "Writing of itself is of no value unless it is hooked up with speed. Good writing should be that kind of writing that is easily read as well as easily written. It is the duty of all of us to see that our handwriting standards are raised. I believe every teacher should be trained how to teach handwriting, especially the commercial teacher. I think it is foolish for any teacher to think she can teach handwriting even though she does not possess a good style herself. It should be the aim of the high school and all high school teachers to produce good, legible, speedy writers. And in order to accomplish this, I believe we should have a regular required course in our high schools."



## *All-Day Conference of the New York City Gregg Shorthand Teachers' Association*

*April 2, 1927*

### *Report by Archibald Alan Bowle*

**ENLARGEMENT** of existing facilities for commercial teacher-training was advocated by Dean John W. Withers, of the School of Education, New York University, in an address made at the afternoon session of a conference of the Gregg Shorthand Teachers' Association, held at the Hotel Pennsylvania on Saturday, April 2.

The speaker pointed out that a survey recently made by Dr. Paul S. Lomax, the association's outgoing president, disclosed that the holders of collegiate degrees were relatively fewer, and that general collegiate training was relatively less in the ranks of teachers of commercial subjects than among teachers of general academic subjects. This, he said, might account in some measure for the prevailing tendency in the field of education to relegate commercial teachers to a lower plane than their colleagues.

Dean Withers stressed the need for a changed attitude regarding the place and importance of commercial teacher-training, in view of the fact that the commercial world is beginning to demand that the objectives of

commercial teaching be not merely the acquisition of certain technical skills, such as stenography and typewriting, but that they include a broad training for those who are to become the future leaders of commerce and business.

He suggested the inclusion in commercial training of the "participatory" method of education—learning through actual participation in the process under study, as well as through the formalized, institutional method. "We must discard our ideas of commercial education as something institutionalized and fixed," he stated, "but must go on studying it all the time as something growing and changing continuously, in accordance with the growth and change in the commercial world about us."

### *What the New York Edison Company Expects*

At the morning session, with Mr. T. G. O'Brien in the chair, Miss Marion Brainard, manager of the Bureau of Education of the New York Edison Company, told what was expected of various classes of stenographers employed by that company. It was interesting

to note the parallel that exists between the various business houses as to the fundamental requirements. Miss Brainard stressed the need of "constant training in the appreciation of the true value of accuracy." "This is particularly true and important," she continued, "in a large corporation like our own, where reports and orders pass through so many hands. Great confusion and serious delays and difficulties may result from inaccuracies."

"In order to be of value to an organization, a stenographer must combine with her basic knowledge of shorthand and typewriting those elements of broader knowledge, application, thoroughness and sincerity, which make for an ideal service."

Punctuality, she considered important—not merely punctuality in hours, but more important still punctuality in dispatching work.

Discretion is another essential characteristic of a stenographer. "Due to her close contact with executives and their assistants, very important things could seep through the stenographer."

#### *Training at East Orange and Elizabeth*

Miss Austin, East Orange High School, New Jersey, speaking for the senior high schools said that in the East Orange High School an office training course is given. As part of the course the pupils do actual work in the school office. In the classroom they spend one quarter on indexing and filing. In the second quarter they endeavor to develop personality and train character, basing the work on Mr. Spillman's book "Personality."

Mr. William A. Miller, Grover Cleveland Junior High School, Elizabeth, New Jersey, stressed the service rendered to the pupils. They also teach ethics of business. Friendship, service, and truth, are the three factors in success in life.

#### *Vocational Counsel at Bronx Continuation School*

Miss Emily Manning, Bronx Continuation School, tries to make students realize that they have a position in life and that they must measure up to it. A vocational counselor assigns the tentative program, which is later changed if it does not prove suitable or fitting to the pupil.

#### *Individual Instruction Featured at Pratt*

The private schools were represented by Mr. John W. Hernfeldt, Pratt School, Manhattan, who endorsed individual instruction. Qualities such as adaptability are stressed and

the opportunities given for their development. The personal contact of pupil and teacher makes personal suggestions possible to a great extent.

#### *Testing at White Plains*

How can we most effectively select and guide our shorthand pupils? was discussed by Mrs. Martha J. Baldwin, White Plains High School, who said that pupils who have failed in other courses are put in the commercial courses—they have no opportunity to select them. Proper testing gives an absolutely accurate criterion which the off-hand judgment or the teacher's marks cannot give. They have used the Otis and Terman tests with effect. The I. Q. helps the teacher to determine whether or not the pupil is doing all he should be able to do so tests are a help in guiding and selecting pupils.

#### *Helping the Slow Pupil*

"How to Help the Slow Pupil to Success" was the title of a paper by Miss Maude Smith, Yonkers High School of Commerce, and a fuller report of this we hope to have space for in the coming volume of this magazine.

#### *Luncheon Climax of Season's Meetings*

The luncheon was a crowded affair and turned out to be the largest that the association has ever held. Mr. Arthur Sugarman, Central Commercial Continuation School, New York City, gave a short address, in which he endorsed the proposed federation of commercial teachers in New York City. Mr. Joseph Morris Bachelor, author of "It Can Be Done," "The Soul of the City," etc., gave some delightful interpretive readings, and Mr. John Robert Gregg contributed some very useful remarks, telling interestingly some of the by-paths into which his delving into the history of shorthand had taken him.

#### *New Officers*

The nominations for officers for the year 1927-28, announced by Frank Arnold of the Haaren High School, chairman of the nominating committee, were unanimously accepted. The new officers are: *President*, Thomas G. O'Brien, president of the Drake Business Schools; *vice-presidents*, Benjamin Fromberg, first assistant in charge of shorthand, James Monroe High School; Sarah Cavanaugh, Walton High School; Irving Chase, principal, United States Secretarial School; and *secretary-treasurer*, A. A. Bowle of New York City.

## Ohio State Educational Conference

Report by M. C. Burch

THE seventh Annual Session of the Ohio State Educational Conference met at the University of Ohio, Columbus, Ohio, April 7, 8, and 9.

Irving R. Garbutt, director of Commercial Education in the Cincinnati, Ohio, schools, arranged a most interesting program for the Commercial Section meeting.

Paul S. Lomax, School of Education, New York University, spoke on realizing the aims of commercial education. Dr. Lomax is a forceful speaker and his address was received by a very appreciative audience. The keynote, in his address, as it was in those of other speakers, was expertness in teaching; that we should *teach the child* rather than *teach the subject*.

Lloyd L. Jones, chief of the Bureau of

Child Accounting, Cleveland, Ohio, opened a discussion of the need for a State Commercial Teachers' Organization. So effective was this discussion that a motion was made and seconded that such an organization be formed. Everyone voted for it, and Mr. Garbutt was appointed chairman to choose a committee of five to work out plans for such a state organization.

R. G. Walters, head of the Department of Commerce at Grove City College, Grove City, Pennsylvania, discussed the important subject of uniform standards in commercial teacher-training. He urged the commercial teachers to become better prepared to meet the demands now made upon our commercial departments.

There were one hundred and sixty in attendance at this meeting.



## Thirteenth Annual Convention of California High School Principals

Sacramento, April 11-15, 1927

Report by Frances Effinger-Raymond

THE State of California has been generous and wise in making this convention of over one thousand principals possible. Educational history is being made by the legislators in session in our State capitol, hence the time and the place gave unusual opportunities for a profitable meeting of the administrators of our secondary schools.

### Governor Young and Superintendent Hughes Open the Meeting

Governor Young, for many years a teacher in the secondary schools of San Francisco, paid his compliments to the convention by stating that "No other group of men and women have greater or more vitally important work to perform than those in the teaching profession. None have more responsible work in the general endeavor to make each generation better than the last. In this great country of ours we have come to recognize the fact that our chief national safeguard against attacks from within, and our best assurance of national growth along economic, spiritual, and

moral lines, are the schools; and to you teachers has been entrusted the carrying out of this work."

Superintendent Charles C. Hughes, who has developed the Sacramento school system into a complete unit of magnificent buildings, housing junior and senior highs, junior college and part-time classes, and whose genius in organization and high civic responsibility have won him reappointment year after year, with ever increasing salary, gave the convention a brief historic review of the city and schools. "It was here in Sacramento," said Superintendent Hughes, "that General Sutter, who laid out our city, came to carry out his dream of an estate, a great peaceful domain, conducted on the plan of a square deal.

It was in this area that his cattle spread over the valleys and hills for miles and miles without fences or inclosure of any kind, and his old Fort still stands as one of the State's historical points of interest. And you will remember how his dream was shattered by a discovery that startled the world and brought thousands around the Horn and across the plains. A discovery that changed a sleeping empire almost over night into a bustling, golden State. You can look with me and see the covered wagons and the ox teams



trudging across the plains and struggling over the Great Divide and down into the promised land. Men with hearts of iron, at their sides their faithful women, their eyes always to the front and following with their hopes and dreams the rainbow with its westward end dipping downward, where they were sure their dreams would be fulfilled and they would find the fabled pot of gold.

Here in this city a few progressive young men had a vision of the needs of connecting the East with the West, and you know how the outcome of that great dream was fulfilled by the building of a railroad which has meant so much to the Pacific slope. Those men lived here, had their homes here, their business here, and their early struggles here.

Here is the great capital of our great State, the most beautiful Capitol and grounds of all the States. Here you will find the Crocker Art Gallery, the finest in the West. Here you will find a beautiful city, and you will hear the hum of modern industry.

### *Reorganization of Direction*

State Superintendent of Public Instruction Cooper told the principals that their biggest problem is to help the boys and girls of well-to-do parents who have made no plans for their life work.

Mr. Cooper said, "A third of a century ago high school students were made up of groups of superior mental ability who expected to become lawyers, doctors, or enter other professions. After a few years there was a demand for skilled trades and business occupations. The group which offers the perplexing problem is the one which is not under economic pressure demanding an immediate decision as to their life work.

"The question is raised, What is the function today of the department head, a remnant of the old organization when the secondary school was either an annex of a college or was frankly preparatory to college? If the secondary school contains no longer a single homogeneous group, it would seem that a new organization is necessary, an organization in which the higher paid directors, or heads, are interested in pupil groups rather than in subject matter organization. A reorganization of this sort is being tried in the secondary schools of Fresno, where one head directs the work of those preparing for the engineering colleges, another for those preparing for the medical, dental, and nursing schools, another for those preparing for law and commerce, another for those who are destined for colleges of liberal arts."

Commissioner of Secondary Schools Werner, with his vigorous youth, his enthusiasm, and his cordiality, expressed in actions that speak louder than words the objectives of the convention.

### *The Teacher as a Human Being*

Urgent need for the right kind of guidance and training for every individual, was espe-

cially dwelt upon by Nicholas Ricciardi, Commissioner of Vocational Education, in his talk on the teacher as a human being. "Such guidance and training," said Mr. Ricciardi, "can be given only by the teacher as a real human being who knows how to find out what his pupils are best fitted to do, what their hopes and aspirations are, and can give them a sympathetic, intelligent, and helping hand to realize their hopes as contented, efficient workers and capable citizens.

"Young people," continued Mr. Ricciardi, "crave the sympathetic understanding and helping hand of the teacher far more than most teachers realize. They seldom fail to respond and develop in the right direction when they know that the teacher is sincerely interested in them. Frequently when I ask teachers how much time they spend with their pupils in heart-to-heart talks, the answers are not encouraging. Some of the teachers tell me that they would be glad to have more heart-to-heart talks with their pupils if the principals would not give them such heavy loads. The principals, in turn, say that if their boards would let them have more teachers they would gladly lighten the teaching loads. Meanwhile, the pupils suffer.

The success of any training program rests fundamentally upon the setting up of conditions which make it possible to give human stock more care and attention than anything else and enable every teacher to know more about each individual pupil. These conditions can best be established in any community through the coordinated and well-directed efforts of the teacher, the parent, and the employer, thereby making public education a vital community enterprise and not exclusively a school responsibility.

A community vocational survey makes available in a practical way the information the community needs to build a sound program of vocational training in a secondary education program. It is a scientific study of vocations, of employment opportunities, and of the steps by which the secondary school, in cooperation with industry, may successfully train young people in terms of employment opportunities and the requirement of the vocations. It is, briefly, the scientific means for bringing together the right person and the right job.

Effectively to bring together the person and the right job, we must have teachers as real human beings who clearly realize that vocational education is a secondary school responsibility and that its effectiveness is controlled by guiding principles which are briefly enumerated:

1. The principle of individual counseling.
2. The principle of adapting the training program to the abilities and the interests of the individual.
3. The principle of linking the secondary school with industry.
4. The principle of placement.
5. The principle of follow-up or adjustment after placement.

### *Develop Leaders*

"Leaders are needed for America, and it is up to the educational institutions of this country to produce them." High school principals were so informed by Hon. Will C. Wood, State Superintendent of Banks. For several

years, Mr. Wood headed the schools of the State as Superintendent of Public Instruction. He urged that the school place greater emphasis upon the qualities that produce leaders.

Life is becoming so complex that many different kinds of leaders are needed. Genius has failed to produce them fast enough.

When genius fails, training of leaders must be resorted to. Our educational institutions, adopting and adapting the methods of Luther Burbank, must produce many varieties of leaders and supply by nurture what nature has not produced enough of.

Marks of leaders are character, capacity, ideals, faith in people, and courage. These qualities are quite as important as knowledge and training. Most every child has native endowments out of which these qualities may be developed.

Adopting a lighter vein, Mr. Wood told the principals that Shakespeare's ideas of finance would, if viewed in the light of modern banking and finance methods, classify the famous poet as an "old fogey." He referred to the advice against borrowing and lending given by Polonius to his son, Laertes, in "Hamlet."

"In California over 3,500,000 people disregard Shakespeare and put their money in banks, thus building up capital amounting to more than \$2,000,000,000, most of which is loaned out for the purpose of carrying on modern business. Teach Shakespeare, by all means, but don't let the young folks think he was an authority on finance."

### Modern Trends

Mr. Louis B. Davy, Bakersfield High School, president of the California Council of Commercial Teachers, gave the formal address at the commercial session. In brief:

The old notion that one is capable of teaching any secondary subject because he holds a general secondary certificate is rapidly being discarded in progressive schools. For some unknown reason the notion still prevails with some administrators, that anyone can teach commercial subjects and that any student who is unable to pursue academic subjects successfully can "get by" with commercial subjects.

For a long time, bookkeeping was taught in the high schools from the laboratory standpoint of learning

to do by doing, but unfortunately the experimental factor was missing, nothing was left to the student's imagination or initiative. The textbook companies, in their desire to provide satisfactory laboratory sets, went too far and the instruction for each transaction was so complete that the entry of it was mere copy work. The teachers were provided with a key and they went from desk to desk checking entries; if the students had their entries according to the key their work was considered satisfactory.

Some of our educators question the value of commercial subjects, they say that a thorough, well-rounded training in academic branches is of far more importance to the student than specialized work. If all our students were going to the university that might be true. An education, however, should be a training not only for entering but also for continuing life's work.

We know that a large part of our population are engaged in business enterprises. We know that even for professional men a knowledge of business fundamentals is necessary. Just this year the University of California is offering a course in fundamentals of accounting in their school of pharmacy.

In the high school we cannot give as thorough a training as can be given in the university, but since so few of our students can enter the university we must do the best we can for him while he is with us. There are two reasons, as I see the matter, why we cannot give the class of training that is given at the university. One is the immaturity of our students, the other is the lack of adequate teacher-training courses in our institutions properly to prepare our teachers of business subjects.

In 1925 a survey of teacher preparation of California teachers was made by Mrs. Raymond and Miss Adams, of San Francisco, with the assistance of the heads of commercial departments and city supervisors. Out of 299 replies to questionnaires it was found that 147 commercial teachers were university graduates with training from four to six years. 152 were non-graduates; 98 having had three years, 9 one year and 4 no years.

### New Officers

The following officers were selected to guide the Principals' Association during the school year 1927-28:

*President*, Homer Martin, principal of Santa Barbara High School—succeeding William F. Ewing, of Pasadena

*Vice-President*, J. R. McKillop, Selma Union High School

*Directors*: C. J. Booth, Chaffey Junior College, Ontario; and Miss Katherine L. Carey, John Muir Junior High School, Los Angeles.

## Kentucky Educational Association

Commercial Education Section Meeting, April 22

### Report by M. C. Burch

SEVENTY-FIVE commercial teachers and others interested in commercial education met at the Watterson Hotel, Friday, April 22. An excellent program was arranged by J. L. Harmon, president of Bowling Green Business

University. It was voted that these meetings become an annual affair devoting an entire day, if possible, to the discussion of problems of common interest.

James W. Drye, Bryant and Stratton Busi-

ness College, Louisville, Kentucky, talked on commercial education in Kentucky now and forty years ago. It was a most interesting history of the growth of commercial education in the state that Kentuckians love so much.

"The Qualifications of the Commercial Teacher" was the subject of a paper read by Dr. Edward Weist, University of Kentucky. Dr. Weist emphasized the importance of better preparation of commercial teachers in order to cope with the problems now coming to these teachers to handle.

F. L. Phillips, of Berea College, gave a most impressive talk on Good Teachers, Education's Greatest Need. "The greatest need of education of all time has been teachers," he declared.

Mr. Phillips' subject was ably discussed by R. H. Lindsey, president of Spencerian Commercial School, Louisville.

"Interest-arousing Devices" was the topic

assigned to H. B. Southern, Fugazzi School of Business, Lexington, Kentucky. Illness prevented Mr. Southern from being able to attend, but Miss Anna Mitchell, of the same school, gave a very instructive talk on the subject.

C. Robert Peter, Louisville, real estate man, gave an address full of inspiration, urging that the business college of today aim higher and reap its full reward. He also gave encouraging thoughts for successful students. His subject was titled, "Yesterday, Today, and Tomorrow."

#### *New Officers*

The following officers were elected for the ensuing year:

*President*, F. L. Phillips, Berea College, Berea.

*Vice-President*, A. J. Lawrence, Eastern State Normal School, Richmond.

*Secretary*, Anna Mitchell, Fugazzi School of Business, Lexington.



## *Westchester County Commercial Teachers Meet at White Plains, New York*

*April 30, 1927*

*Report by Harold H. Smith*

FOR the first time the Westchester County Teachers' Association arranged for a commercial section meeting in conjunction with the annual gathering of teachers from all over the county. Mr. Frank E. Potts, Post Road Junior High School, White Plains, was chairman. The afternoon meeting was held at the White Plains High School, followed by a banquet at the Greenridge Inn, where the evening session took place.

The afternoon program was very helpful, including such topics as "How Can We Most Effectively Select and Guide Our Shorthand Pupils" (Mrs. Martha J. Baldwin, White Plains); "The Slow Pupil—How We Can Help Him to Succeed" (Miss Maude Smith, Yonkers); "What We Expect of Commercial Education from the Junior High School" (Mr. C. O. Thompson, Mount Vernon); Response: "How Nearly Can We Meet These Requirements?" (Mr. James L. Spellman, New Rochelle); "Vitalizing the Teaching of Book-keeping and Accounting" (Mr. J. Edward Stratton, Rye); "Difficulties in Teaching Economic Geography and How to Meet Them" (Mrs. Frances W. Kroner, Mount Vernon); "The New Requirements for the Commercial Academic Diploma" (Mr. R. H. Baker, Yonkers).

The banquet was a success throughout. Miss Marion T. Rooney, of the Greenburgh High School, certainly contributed her share by leading in the singing from neatly mimeographed folders of original and popular tunes bearing on their front covers a little ditty in familiar Gregg symbols.

Superintendent John W. Lumbard, of White Plains, welcomed the diners to the city. He pointed out that White Plains has witnessed a steadily increasing proportion of graduates from the commercial courses (four years), and that this meant a growing responsibility for the commercial department.

Miss L. B. Weller, principal of the Post Road Junior High School, White Plains, another guest, told of their work in introducing commercial courses in the junior high.

Mr. W. H. McCullough, principal of the White Plains Senior High School, reported that about 28% of their students are pursuing straight commercial courses, and they rather expect this to rise to as much as 40%.

The speaker of the evening, Mr. Clinton A. Reed, supervisor of Commercial Education in New York State, was in a most felicitous state of mind, full of optimism and encourage-

*(Continued on page 368)*

# *An Analysis of the Work of a Stenographer*

By *Earl W. Barnhart*

*Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.*

*(Concluded from the May issue)*

**T**HE time finally comes when the stenographer sits down at her typewriter to transcribe her notes. While the analysis of the reporting process may have seemed to indicate that the mental operations required in the reporting process were quite complex, yet they are much simpler than the mental processes required for transcribing.

In order to transcribe, a stenographer needs to know enough in several distinct fields of knowledge and of skill in order to produce a satisfactory typewritten transcript. The fields of knowledge required include: (1) The technique for operating the typewriter; (2) the conventions of written English; (3) the arrangement, form, set-up or style required for the transcript; (4) the word-equivalents of the shorthand outlines; and (5) the general and specific information necessary for reconstructing from the shorthand notes the intended meaning of the dictator.

## *Transcribing Not Simple Reflex Reaction*

In reporting, the stream of sounds conveying the meaning of the dictator stimulates the making of the writing movements without requiring the action of any other controlling mechanism not directly concerned with the sound-writing circuit; but in transcribing no simple reflex circuit can do all that the process requires. A reflex circuit involving the sight of a given shorthand outline as a stimulus and the pattern of finger movements necessary to type the word as a reaction does not function in unmodified form all the time. Shorthand outlines sometimes represent more than one word, so no simple reflex reaction can be used every time for each outline, as the sight of the outline calls for a choice of reactions. Other mental processes are needed for making that choice.

In addition, the writing of a particular word in a transcription may be such as to require modifications of the finger-movement-pattern in order to begin the word with a capital, to include a hyphen because the word is divided at the end of a line, to follow it by a mark of punctuation, or to include some other movement required by the conventions of written English form, or the operation of the type-

writer. Hence, in transcribing, the action of any symbol-finger-movement circuit is constantly controlled by other neural circuits whose action is needed to modify the finger-movement response. Indeed, the transcribing process seems to be the product of two distinct lines of mental activity which must coordinate correctly if the transcript is to be properly written. Here is a problem which, so far, teachers of shorthand have overlooked.

## *Training Needed in Transcription*

There can be no question that some day stenographers will be trained to transcribe instead of being expected to pick up this rather complex process by themselves just as soon as they can operate a typewriter and read shorthand. Transcribing is not the sum of these two activities, but it is a synthesis of these two activities along with the other activities required to produce a transcript in good written English form and expressing the exact meaning of the dictator.

Efficient learning requires guidance and the proper kind of drills and instruction to develop the coordination of all the processes required. Lack of attention to the process of teaching transcribing probably explains why high school graduates capable of typewriting over 40 words a minute and reading shorthand 60 words a minute or more do not transcribe over 14 words a minute at an accuracy greater than 86%. Attention in an Iowa city to developing transcribing ability has resulted in a median rate of transcribing of 32 words with an accuracy of 96%. As this median rate is based upon the results of a half-hour test taken by all the pupils in a large city school system, it is good evidence of the increased efficiency which attention to developing transcribing ability can secure.

Before the actual typewriting movements required for transcribing are begun, the stenographer must have read enough of her notes to start typewriting with some considerable degree of confidence. Reading shorthand notes is in itself a very complex operation quite different from the ordinary reading process. The stenographer is expected to produce a transcript which exactly expresses the meaning of



the dictator, but this meaning is not necessarily found by reading the shorthand notes. The dictator may have used the wrong word, as when he said *is* for *are*, or *today* for *tomorrow*, or may have made some statement obviously not intended, as when he used a double negative or contradicted himself. Further, the shorthand notes may not express the dictator's meaning because the stenographer unwittingly substituted, for some unusual word the dictator used, a somewhat similar sounding word more familiar to her; as when she wrote *seminary* for *seminar*, or entirely misheard as when she wrote *a pause* for *applause* and *in disgust* for *and discussed*. Then, too, her notes may be incomplete, due to omissions; or may be misleading, due to ambiguous or poorly made or incorrect outlines whose meaning she cannot accurately determine.

This enumeration of some of the differences between the intended meaning of the dictator and the exact word-equivalent of the shorthand outlines, shows that reading shorthand notes to get the intended meaning is a process of reconstructing the intended meaning from the shorthand notes, not the usual reading process. Moreover, recognizing the word-equivalent for each shorthand outline is a process interdependent with the reconstruction of the meaning. A decision as to the exact word-equivalent for any outline is influenced by a tentative inference as to the meaning of the word in the sentence, just as the decision as to the word's meaning cannot be made until the tentative significance of each outline has been confirmed by its harmony with the assumed meaning of the dictator.

#### *Eye-Finger Span in Transcribing Wider than That Measured for Sound-Responses in Ordinary Reading*

Though reading shorthand notes is a kind of reconstruction of the meaning of the dictator, the initial process starts with a recognition of the particular word represented by each outline. Probably 95 per cent of the outlines a good stenographer reads will be automatically recognized, even though a very large number of these same outlines may stand for several different words. But context, recollection of the dictator's voice when dictating the obscure passage, and the stenographer's general knowledge of the subject help her to disregard the inconsistent word-equivalents. Sometimes a brief pause must be made to recall the word intended, though probably not more than one per cent of the outlines makes real trouble. Errors in outline formation, indistinct or ambiguous outlines, and the omission of one or more words are the commonest causes of difficulties in outline identification when transcribing.

The meaning reconstructed from the sight of the notes stimulates the finger movements necessary for typing the transcript. But these finger movements for writing any word may have to be modified, as previously explained, by the necessity for including other finger movements required by the typewritten form or by the conventions of written English. In oral reading, the span between the word seen by the eye at any instant and the word being pronounced at that same instant has been measured. The span between the outline seen and the word being typed has not been studied, so the difference between the oral reading process and the transcribing process is not scientifically known. However, it seems quite likely that the characteristics of good oral reading are also the characteristics of good transcribing reading. Good oral reading is characterized by a wide span so that the speech motor-mechanism can accurately give utterance to the sound-responses stimulated by the word patterns seen. Evidently good reading when transcribing will be characterized by an even wider eye-finger span due to the complexity of the different mental processes which must operate before the finger movements can be correctly made. Undoubtedly, the development of shorthand-reading habits and of typewriting-reading habits which are characterized by a wide eye-finger-movement span, by a fast rate of rhythmical eye movements, and by an accurate return eye-sweep in connection with automatic finger-movement responses will give the accurate meaning-recognition and finger reactions essential for rapid, exact transcription.

#### *Scientific Shorthand Reading Drills and Tests Needed*

Drills for improving reading habits, including eye-movement habits, and tests for measuring the rate of comprehension have been devised, but similar drills and tests have not been constructed for the use of shorthand teachers. Until these devices are available, not much progress in the training of stenographers in more efficient reading habits for transcribing can be expected. Teachers of shorthand evidently have much to learn from the scientific students of reading.

#### *Checking for Errors*

The last operation in transcribing is to read the written work for errors. The errors sought for may be of two different kinds: errors in form (spelling, hyphenization, punctuation, etc.), and errors in fact (departures from the intended meaning as inferred by the stenographer). The search for errors thus calls for two different kinds of reading. One kind of

reading is similar to that done by a proof-reader, in which the attention is upon spelling, punctuation, and other aspects of printed word-form. The other kind of reading requires that the attention be directed to the thought, with particular regard to its accuracy in conveying the meaning intended by the dictator. It is recognized that these two kinds of reading are almost inconsistent, but nevertheless the stenographer has the responsibility for finding out and correcting both kinds of errors. Just how the stenographer can be trained to meet these two responsibilities accurately remains to be discovered.

This analysis of the work of a stenographer probably seems quite complicated to some readers. For their convenience, an outline summary of the analysis is given, though necessarily the deductions as to the needed changes in the teaching procedures required for training more efficient stenographers cannot be included.

In conclusion, it is hoped that this pioneer study of the work of a stenographer will stimulate a more accurate and scientific analysis of the work required in this occupation and of the kind of teaching materials and procedures needed for developing higher levels of stenographic efficiency.



## *An Outline for an Analysis of the Work of a Stenographer*

### I. General Analysis of the Work of a Stenographer

1. As an office clerk, general clerical duties, and character traits as an office employee
2. As a stenographer producing transcriptions of dictation
  - a. taking or reporting dictation
  - b. transcribing dictation

### II. Analysis of the Work of a Stenographer in reporting Dictation

1. Listens to the dictator and hears a continuous stream of meaningful sounds expressing intended meaning of dictator. This results in
  - a. Word recognition of familiar words and phrases
  - b. Word construction through syllable recognition and synthesis of unfamiliar or unrecognized word sounds
    - (1) unfamiliar or new words
    - (2) misunderstood words (such as homonyms); and
    - (3) indistinctly heard words
  - c. Pause recognition
    - (1) word groupings into phrases, clauses, sentences, or paragraphs (includes tabulations and quotations)
  - d. inflection recognition, as
    - (1) rising inflections for questions; or
    - (2) emphasis
2. Interprets from sounds, pauses and inflections the inferred meaning of the dictator. This requires
  - a. Inferences as to meaning of the dictator based upon
    - (1) what is recognized whether or not actually said by the dictator
    - (2) what is already known to the stenographer including
      - (a) words familiar to her (stenographer's listening or hearing vocabulary—modified by Law of Hobson-Jobson)
      - (b) words used by the dictator (dictator's speaking vocabulary)
      - (c) subject matter of dictation
      - (d) dictator's use of pauses and inflections in speaking
      - (e) speaking style or mannerisms of dictator

- b. Inferences as to meaning made difficult by dictator's speaking style

- (1) verbal
  - (a) mispronunciation, errors, elisions
  - (b) use of ambiguous words—homonyms
  - (c) unintentional use of wrong words
    - 1) actual substitutions, Boston for New York
    - 2) errors, *is* for *are*
  - (d) omissions
  - (e) irrelevant words, writing directions, conversations with others, repetitions
- (2) oral punctuation
  - (a) pauses at insignificant places
  - (b) wrong or unintended inflections
  - (c) insignificant changes in rate of speaking
- (3) indistinct articulation
- (4) speed of dictation; too slow, too fast, too irregular
- (5) instructions as to dictated matter—insertions, omissions, changes
- (6) general dictation mannerisms
3. Inferred meaning stimulates movements for writing shorthand notes
  - a. automatic responses (familiar words or outlines)
  - b. recalled responses (slightly known words or outlines)
  - c. constructed responses (new words and meanings or outlines)
    - (1) forgotten words or outlines
    - (2) absolutely new or unknown words or outlines
4. Makes writing movements
  - a. movements for making shorthand symbols themselves
  - b. auxiliary movements; holding book, turning pages, replacing pencil, dipping pen

### III. Analysis of Work of a Stenographer in Transcribing Shorthand Notes

1. Knowledge required for transcribing
  - a. operation of typewriter
  - b. conventions of written English
    - (1) word form: spelling, particularly of homonyms, possessives, plurals; syllabification; hyphenization
    - (2) capitalization
    - (3) representation of numbers
    - (4) use of abbreviations

- (5) word groupings with punctuation required to express exact thought
  - (a) interior punctuation; phrases, clauses, series, etc.
  - (b) exterior punctuation; sentences, paragraphs, quotations
- c. letter and other transcription forms
- d. word equivalents of shorthand outlines
- 2. Operations in transcribing
  - a. reads notes (interdependence of word equivalents of outlines and intended meaning)
    - (1) reconstructs intended meaning of dictator from
      - (a) specific word-equivalents of outlines
      - (b) general word recall, such as
        - 1) recollection of sounds of dictation
        - 2) knowledge of intended meaning
        - 3) knowledge of general subject of dictation
  - (2) recognizes particular word represented by each outline
    - (a) automatic recognitions
    - (b) recalled recognitions
    - (c) constructed recognitions
      - 1) errors in outlines
      - 2) indistinct or ambiguous outlines
      - 3) omitted outlines
- b. makes typewriting movements stimulated by meaning of dictation
- c. modifies typewriting movements to observe conventions of
  - (1) typewritten form
  - (2) written English form
- d. reads written work for correction of errors
  - (1) typographical errors
  - (2) form errors, spelling, punctuation
  - (3) thought errors



## School News

**J**UST too late to add to the School Directory given in our April and May issues, we received word from Mr. W. C. Springgate, president of the Oshkosh Business College, Oshkosh, Wisconsin, that his school offers teacher-training during the summer session.



**A**ND too late for a regular report comes a brief summary of the April 30 meeting of the Michigan Business Schools Association, with a clipping from the *Muskegon Chronicle* announcing the election of A. E. Howell as president for the coming year. His co-workers in office for 1927-28 will be Mr. W. N. Dowden, of Lansing Business University (vice-president), and J. A. Ebersol, Acme Business College, Lansing (secretary-treasurer).

From the subjects of the talks and the names of the speakers we know that those present had cause to congratulate Mr. A. F. Tull, president of the Business Institute, Detroit, on a most successful meeting. Mr. Tull directed the destinies of the Association this year.



**T**HE many friends of Mr. Lloyd Bertschi, who has been manager of the Boston office of the Gregg Publishing Company since 1924, will be interested to learn of his promotion to the position of assistant general sales manager at the administrative headquarters in New

York City. Mr. Bertschi will still keep his "weather eye" on the New England field, where he has earned the respect and friendship of teachers and school executives. In his new sphere he will be able to serve a wider circle of those engaged in the profession. Our readers will join with us, we feel sure, in wishing him every success in the new work.



**S**PEAKING of summer classes for teachers, we have received from our San Francisco office a neat little circular describing the typewriting work to be conducted during the normal session at Armstrong College of Business Administration, Berkeley, California, by Mrs. Esta Ross Stuart. Mrs. Stuart is author of "The Typist at Practice," and "The Typing Teacher at Work," with both of which most of you are probably already familiar by hearsay if not by use! This course in typing methods by Mrs. Stuart carries 3 units credit, and includes the entire "Rational" series.



**I**F you have not received the announcement of the meetings of the Business Education Department of the N. E. A., to be held July 5 and 7 at Seattle, write the Department president, John G. Kirk, director of Commercial Education at Philadelphia. The program will be worth the trip to hear. We wish it had been received in time to include in this issue.



*The Luncheon Meeting of the Gregg Regional Conference, as the photographer reports it.*



## Gregg Regional Conference

Pittsburgh, Pennsylvania, March 12, 1927

Report by Wallace W. Renshaw

THE first Gregg Regional Conference in Pittsburgh was held on Saturday, March 12, 1927. There were 275 at the luncheon. A total of 400 teachers and school officials attended, and in every respect it was a splendid demonstration of the deep-seated, professional spirit on the part of those interested in the teaching of Gregg Shorthand and related subjects. The majority of those present came from western Pennsylvania, but there was also opportunity to greet many friends from West Virginia and eastern Ohio. Several parties had motored from distances, some of them starting as early as three o'clock in the morning. In what other subjects have you witnessed such a convincing demonstration of a desire to give and take of enthusiasm and instruction?

### All Types of Schools Represented

In opening the conference, Dean Manley, of the University of Pittsburgh, expressed gratification at the presence of representatives of all types of schools—junior high schools, senior high schools, colleges, universities, private schools, and parochial schools.

### Methods of Teaching Shorthand

Mr. J. Walter Ross, of the South Hills High School, Pittsburgh, in discussing *My Pet Methods in Shorthand* expressed the opinion that the teaching procedure should be studied from the learner's point of view. His first point was that we should try to realize the complexity of the problem facing the student. Do not ask him to solve the whole problem at once.

In dictating the first few exercises, dictate first the spelling of the outline instead of merely pronouncing the word as a whole. Dictate *n-e* instead of *knee*. The class spells the word and then writes it. On the second dictation the word is pronounced.

Mr. Ross finds it helpful to dictate what he calls "family groups." For instance, after dictating a word, dictate other words involving the same hand motion—*may, me*, etc. This method is self-correcting as to proportion. If the student has not written *knee* well, he is likely to recognize the imperfection when he

writes *may*. This simplifies the task of the teacher and enables the student to recognize his own weaknesses.

Mr. Ross sees limitations in the direct method of teaching. He advocates the dictating of groups of words and passages, but not necessarily, right at the start, sentences. As an extension of the first thought, *train, trim, tram, drain*, can lead to passages, "a good train," etc. No matter how long we write, we shall always be meeting new words.

Think both ways. The word *check* is dictated. Assume that the student writes it perfectly and can tell you what the characters are but cannot read it. Difficulties of this sort can be overcome by drilling both ways. It is not sufficient simply to dictate the word *check* and have the students write it. It helps also if the teacher will say *ch-k*, the students responding in concert, "*check*."

Mr. Ross is more concerned with the result of the student's practice than he is with the amount of it. The important thing about homework is: Will the student come to the recitation tomorrow ready to deliver the goods?

Another helpful expedient used by Mr. Ross is the eye-ear drill. He not only drills the students on the sounds in a vowel group; he places the three characters on the board and trains the eye, through drill, as well as the ear.

### Miss Evans Gives Speed Demonstration as Well as Speech

Miss Helen W. Evans, in charge of the Expert Department in Gregg School, Chicago, thrilled the audience with her talk on Dynamics of Shorthand Teaching and with her amazing speed demonstration. Miss Evans stresses the fact that it is not what we have but what we are. Are we constantly learning and improving? Miss Evans believes wholeheartedly in the inspiration of the dynamic personality. She believes thoroughly in the teacher's mastery both of the theory and the application. The source of growth is within. No man can inspire others unless he himself is inspired. The dynamic personality is threefold—physical, mental, and spiritual. We are sparks of divinity. No man can truly lead who lacks dynamic personality. The man who has it cannot be kept down. It leads to tolerance, to more genuine affection. It takes just

a look, a word, or a smile to raise one to the heights—just a look or a word to plunge one to the depths of despair. The man so inspired knows that the law of compensation is always working. His own attitude brings its own reward or its own punishment. This attitude is especially needed in the school so that the students may be inspired.

"We exercise to music, we dance to music, we typewrite to music, and now we teach shorthand to music," said Miss Evans. Then followed a remarkable demonstration of shorthand penmanship drills, precision drills, proportion drills, and even the development of high speed to the accompaniment of music.

The teachers who attended this convention will long remember Miss Evans' own dynamic personality and the remarkably instructive talk and demonstration with which she favored us.

### *Transcription Methods and Standards*

Then followed a talk on Methods and Standards in Transcription by Mr. D. D. Lessenberry, of the Allegheny High School, Pittsburgh. The teaching of shorthand and the teaching of typewriting is not necessarily the training of stenographers. We need to know the truth about transcription. There is a sad lack of information on the subject. The fundamental purpose of our instruction in shorthand and typewriting is the development of ability to transcribe notes. Four skills are involved—taking notes, reading notes, typewriting, and transcription. The discrepancy between the shorthand and typewriting speeds and transcription speed is a challenge.

The range of transcribing speed is from sixteen to thirty-seven words a minute, with a median of twenty-two. Mr. Lessenberry has been experimenting with the beginning of transcription on prepared plates in Gregg Speed Studies. The students are drilled on all difficult words and phrases. They are timed, the time element being important. After drilling on studied plate of solid matter, then studied plate of business letters involving problems in arrangement, then dictated business letters with perhaps some repetition practice so that the student encounters no problems in reading notes or in typing, he can center his attention on the transcribing process. Then, finally, comes the transcription of unfamiliar, dictated business letters.

During the teaching of transcription the student should not waste too much time in puzzling over a faulty outline. It should be given to him with little delay so that his mind may continue to function on the transcription process.

Mr. Lessenberry suggests thirty-five words a minute as a median. He has been experimenting with a class that has had typewriting

in the junior high school. They have started transcription with the individual shorthand characters, first as characters, then as word-signs. One of the most interesting things about this experiment is that it seems to have been more productive in encouraging the students to begin to use their shorthand for general note-taking in all of their school work. Mr. Lessenberry advocates the use of letters grouped around a particular transaction—a completed transaction. That develops a sense of office routine.

Some of the teachers in Pittsburgh are in conference with local business men with a view to learning more definitely what they want. They are also being given access to the business men's files. In Mr. Lessenberry's opinion the first day's work in the office should be merely a continuation of the last day's work in school.

### *Begin Transcription Earlier*

Mr. R. F. Webb, of the State Normal School, Indiana, Pennsylvania, in discussing Mr. Lessenberry's address, spoke in favor of beginning the transcribing earlier. If at the time the students are ready to transcribe their shorthand they are not proficient on the typewriter, have the transcribing done in pen and ink.

Mrs. W. C. Brownfield, of Cleveland, insists that transcribing be continuous. She goes to the halting student if necessary and reads the outline for him.

### *Research Proposed*

Mr. G. G. Hill, in charge of the Commercial Teacher-Training Department of the State Normal School at Indiana, believes firmly that the crying need of commercial education is that our instruction and our methods be based less on opinion and more on verified knowledge. There is need of more study and research. He suggested volunteers to study the problem of transcription and report back at a future meeting.

### *Writing Skill in Shorthand*

Mr. Gregg, in commenting on the morning program, emphasized the fact that we should keep in mind that shorthand is a skill subject. The way to develop skill in writing shorthand is to write shorthand. He is convinced that in addition to being thoroughly informed in methodology shorthand teachers should be able to write shorthand and write it well. With the elimination of the system question teachers are turning more and more to a consideration of method. With this, however, should go the developing of skill on the part of the teacher

(Continued on page 388)

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *An Interesting Letter*

**F**OR many years we have not published letters in praise of Gregg Shorthand, but we are going to make an exception in the case of a letter which will be of more than ordinary interest to many of those who were actively engaged in shorthand teaching twenty or more years ago. The letter to which we refer is from Mr. Charles T. Platt, of Boston, one of the most distinguished and successful teachers of shorthand. In 1903 Mr. Platt was president of the National Shorthand Teachers' Association, and later was president of the Eastern Commercial Teachers' Association. Mr. Platt is one of the greatest authorities on Pitmanic shorthand and the author of one of the most practical and scholarly textbooks on the subject, the "Pitmanic Shorthand Instructor," published by the American Book Company.

Some years ago Mr. Platt became interested in Gregg Shorthand. While somewhat prejudiced at first, he studied the system in the spirit of a scientist, for the purpose of discovering for himself the explanation of its wonderful progress and popularity. From time to time we have received from Mr. Platt letters written in a very beautiful style of shorthand. The following transcript of one of them discusses a very interesting investigation:

I have read with interest a circular, recently received, which was especially directed against the Gregg system.

Not long ago I learned that it was unprofitable to get inveigled into an argument as to the relative merits of shorthand systems, and when cornered I generally escape by the diplomatic route: "Each has its points of merit—pay your money and take your

choice." Cowardly? No. Merely discreet, because what is the use? The other fellow either doesn't know enough of the subject to appreciate the force of your argument, or is so biased as to be impervious to it.

But there is one thought prominent in this circular that especially arrested my attention, because it reflects my own attitude towards Gregg Shorthand some years ago, before I had given the system much thoughtful practice, and when even my knowledge of its theory (as I now realize) was superficial. I refer to the implication that Gregg Shorthand is illogical and unscientific, which makes me sit up and think, for if this be true, how is it that the notes I frequently make of articles in the *Gregg Writer* almost exactly agree with the engraved specimens? It would be psychologically impossible for several minds to produce the same results unless they operated on a common ground. I shall not elaborate this point, merely add that its truth has been forced upon me by two years of close, analytical study and practice of Gregg Shorthand. Without such practical knowledge, a critic is in the position of the bewildered boy, who, gazing up at the stupendous giraffe, exclaimed, "There ain't no such animal!"

By the way, I think that by this time I am qualified to appreciate the merits of Gregg Shorthand. I need not comment on its speed possibilities—that point has been settled by your expert writers in business practice and speed contests. But I am competent to testify as to its legibility. One proof is that I read your offhand notes as readily as print. This is enough to satisfy me. I love to write Gregg Shorthand and take pleasure in teaching it, and if you care to quote me as saying this you need have no delicacy about doing so.

We need hardly say that Mr. Platt's endorsement of Gregg Shorthand gives us peculiar satisfaction in the light of his long, intimate, and diversified acquaintance with the older style.

—J. R. G.

## *Mailing the American Shorthand Teacher*

**M**ANY complaints of late receipt or nonarrival of the *American Shorthand Teacher* are sent us unnecessarily because teachers do not understand the conditions under which this magazine is printed

and mailed. The following explanation is made for your benefit and ours, to save us both unnecessary correspondence and trouble.

The *American Shorthand Teacher* cannot be given to the printers until the *Gregg Writer*

has been entirely made up and put on the press, because until then there is always a possibility that we may have to change the make-up of the magazine and either take out or insert some plate or plates. After the *Writer* is on the press the copy for the *American Shorthand Teacher* is given to the printers, and its publication is rushed as much as possible from that time on. As soon as it is ready it is put into the mail.

Your *American Shorthand Teacher* cannot be sent in the package with the *Gregg Writer* because it is third-class mail matter and the *Gregg Writer* is second-class matter. The postal regulations prevent the mailing of the two publications under one wrapper. The first copies of the *Gregg Writer* to come from the press are sent to teachers. After these are mailed we forward next the magazines for subscribers in the far west, and continue mailing to the most distant subscribers, finishing with those at near-by addresses. It requires four or five days to complete mailing an issue,

so that a teacher who receives advance mailing on her *Gregg Writer* may get it a week or more before the *American Shorthand Teacher* should be expected to arrive, even when it comes through without any hitch whatever, and it is likely to be delayed a little now and then, the same as other mail, but still arrive all right.

We are very glad to supply duplicate copies whenever necessary if we have the stock available, but every complaint that reaches us requires the investigation of records, and, as we are very desirous of giving our teacher friends the best possible service, we feel that even if our records are found in perfect order it is necessary for us to acknowledge the complaint and explain the situation. This involves much labor and expense, and for the benefit of all concerned complaints should be made only when there is substantial reason for thinking, in view of this explanation, that mail has been lost.

—L. A. L.



## 90% Subscription Clubs

### Winners of "Gregg Writer" De Luxe Dictionary

#### Arkansas

Sister M. Louis, St. Scholastica's Academy, Fort Smith

#### California

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Mrs. Grace Pratt, Hollywood Secretarial School, Hollywood

#### Connecticut

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M. F. Fitzgerald, Warren Harding High School, Warren

#### Oklahoma

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#### Oregon

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Ettie K. Harvey, E. C. Glass High School, Lynchburg

#### West Virginia

Nelle Offutt, Martinsburg High School, Martinsburg



# *Analysis of Underlying Principles in Junior Rational Typewriting*

*A Book Review by Elizabeth S. Adams*

**T**HE primary objective of all drill in typing is automatization of the unit of practice. Automatization is produced most easily by intensive repetition for a short time, followed by organized review-repetition at intervals to maintain, or groove in more deeply, the brain path established by the first repetition.

## *Simplicity of Unit Plus Review-Repetition*

Junior Rational Typewriting (SoRelle, 1927) introduces a short unit, repeats the unit for a line of sixty strokes, proceeds to a new unit that uses some of the letter-reaches already established in the drill (note the element of review-repetition), and proceeds thus through the entire assignment. By keeping the unit of drill limited to one word, the entire attention of the student is forced to concentrate on the feel of the few motions involved in writing the unit. The element of fatigue is entirely eliminated if directions for repetition are followed. By the time the end of the drill is reached the fingers write the small unit automatically—without conscious effort. One step of onward progress has been taken; each succeeding unit, with its review-repetition, jerks the attention back into concentration on a new feel-problem, and so the pupil proceeds through each assignment.

## *Accuracy Tests*

The Accuracy Test, by asking for a changing unit as the line progresses, serves as an effective check on the success of the previous practice drills. You will notice that each Accuracy Test in the early sections is in the nature of a test on the previous assignments. You will also see how carefully worked out is the idea of review-repetition even when the material is apparently quite fresh in form and content to the student.

## *Philosophy of Elementary Drills*

Junior Rational recognizes two distinct types of basic elements in keyboard control. One basic element is the kinesthetic unit such as JUJ or DEDCD or SWSXS. Such drills are given under the heading of Touch Drills, and are obviously the basic elements in establishing

a sense of touch or feel of the letter. Such drills must always involve the home-key-reach-return cycle. The second basic element in typing is the syllable or word unit. This is the unit that *uses* the individual letters and makes the kinesthetic memory function in a real life or practical situation. Junior Rational is especially happy in the way in which it builds up a basic vocabulary of words, phrases, and sentences while establishing a thorough, sound keyboard control. The words of high frequency in themselves are basic elements in many longer words.

## *Practice Versus Testing*

Now a word as to the reason for the special division of the assignments in the first few sections: The simplest way to establish elements of technical skill is by what may fitly be called "squad drill." The football coach uses this method. So does the physical director in gym work. The practice group of words in the early assignments should be done as squad drill, as setting-up exercises, under the control of steady counting by the teacher, by the class, or by music. A steady, even stroking is assured. Each member of the group practices exactly the same unit. Then follows what might be called the "game," in the form of an accuracy test. Here the individual differences show in varying rates of stroking and in the accuracy record. But the setting-up exercises should be the same each day for the entire group. Skill development is slow, but if the content of Junior Rational is used progressively and systematically, the results are as gratifying as those on the football field after a period of systematic coaching of the squad is followed by a successful game.

## *Thought Content*

The richness of the word and thought content in the book is one of its outstanding features. Why not add to the mental equipment of the student as well as the finger skill? Look at the wealth of short interesting sentences, the carefully counted speed tests, the variety of the exercises, the well-selected letters. Do you not feel the vitality of interest running through the contents? (*Continued on page 368*)

*Summary*

Simplicity of drills; consistent organized review-repetition for the surest skill-development; simple, effective, and varied directions; rich variety of vocabulary building exercises; modern speed tests; modern letters and finest of book-making mechanics. What more do you want?

The directions are so simple and direct that the teacher is relieved of an immense burden of supervision. You may present the contents of this book to your class and permit them to work through it step by step with perfect confidence in the results. Accuracy plus speed is inevitable.

*Attractiveness*

The beauty of the type used, the attractive set-up of the material, the strong flexible binding, these features can hardly fail to win your admiration, even after a most casual investigation. But the close articulation of the drill material, the organization as outlined in the foregoing paragraphs might escape notice unless you read through the book step by step.

*Wisconsin's**First Radio Contest*

THE first Radio Shorthand Contest ever held in Wisconsin took place this year, on April 11. The test was broadcast by Mr. G. L. Aplin, of the shorthand department of the Lincoln High School, Manitowoc, Wisconsin.

In his report of the event, Mr. Aplin says: "All papers received were accompanied with Gregg Shorthand notes. This is quite a Gregg settlement around here!

"While the contest was a free-for-all we had no competition from Business Colleges. All entries were from students or graduates of high school commercial courses.

"Graduates of our own High School won the 120-word medal in the city contest and outside also. Graduates won the 100-word contest and students the 80:

*80 words a minute*

Leona Mahnke, Plymouth High School, Plymouth  
Hazel Jorgensen, Denmark High School, Denmark  
Evelyn Trotman, Kewaunee High School, Kewaunee

*100 words a minute*

Florence Patterson, East Depere H. S., Depere  
Genevieve Jansen, East Depere H. S., Depere  
Mabel Schinke, East Depere H. S., Depere

"Since writing you on March 30, I have received many letters commenting favorably on our Radio Shorthand Contest."

Congratulations to the pioneers of Radio Contests in Wisconsin.

*Convention Reports*

(Concluded from page 357)

ment, just primed for his topic, "The Future of Commercial Education in New York State."

He contrasted the state of commercial education fifteen years ago with that of the present. Whatever difficulties we have now, they are not nearly as serious as they were then—understaffing, underequipment, poorly-trained teachers, no support in programing from academically-minded supervisors. He said:

The future of commercial education is bright. More pupils are enrolling in the departments every day. More departments are being organized. More teachers are being hired. . . . Many of the schools feel as proud of their commercial departments that they have brought them downstairs. They are the show places of the school. . . . The new diploma requirements are an improvement for us. . . . The success of commercial education is in your hands—in the hands of the classroom teachers. Do not neglect it.

*Commercial Education Association*

Mr. Seth B. Carlin, principal of Packard School, and a resident of White Plains, was requested to report the results of the organization meeting of The Commercial Education Association of New York and Vicinity held the same day in New York City for the purpose of federating all interested in commercial education. He explained the plan whereby each association that joined would retain its own identity, still working at the same time to make more effective every phase of commercial training.

*Round Table Discussion*

A round table discussion of commercial department problems, questions as to policy and progress answered by Mr. Reed, and suggestions as to the solution of the problem created by the filling up of the colleges in the vicinity so that only a few of the better high school graduates could be accommodated, closed the meeting.

## *The Oahu Teachers' Association Annual Meeting*

*Report by Evelyn Leslie Enches*

*Mid-Pacific Institute, Honolulu, Hawaii*

**T**HE Oahu Teachers' Association is a large and enthusiastic group of teachers in Hawaii. Many of our problems are the same as those of any commercial group, but many of them arise out of the fact that a large portion of our students are Orientals. Our interest is just as keen as on the mainland, however, and the Commercial Section of our annual meeting was a most interesting one.

This session took place on November 24, at Honolulu, and was conducted by Mrs. Flora Beecher Brown, of McKinley High School.

The first speech was by Miss Irma Botsford (McKinley) on To Be or Not to Be—Shorthand in the Public Schools of Hawaii. She believes it decidedly valuable for students here, but not in the small high school nor in the junior high school. Since the Oriental child is schooled in drill and repetition in the Japanese language schools, he needs to be taught comprehension and the white child concentration. Thirty words a minute is the standard at McKinley for transcription.

### *Will Accurate Speed Typing Eliminate Shorthand?*

This subject was treated by Miss Wareham, of Punahou School. Experimenting with her typing class, she was able to work a few of the best students up to 80 words a minute. At this rate they could take dictation at the machine in less time than taking dictation and transcribing notes, and the dictator's being present eliminates much possibility of an Oriental misunderstanding in taking notes and transcribing from them. But, Miss Wareham pointed out, at best, speed typing would eliminate shorthand only to a small extent.

### *Encouraging Typing Accuracy*

"Means for the Encouragement of Accuracy of Typewriting Students" was the topic of Miss Enches, of Mid-Pacific Institute. We must start teaching accuracy in the very first lessons, the best aid being rhythm secured by count or phonograph records. At first it is more important that the students get the "feel" of the typewriter than that they make perfect copies. In advanced classes analysis of individual errors should be made and exercises given to correct them. We must offer encouragements to accuracy: we may have an Honor Roll of Accuracy; grade on that alone

for a certain time; make graphs showing a student's improvement, or his rate as compared to the others of his class; or hold contests.

### *Advanced Dictation*

Supplementary Dictation for Advanced Shorthand was treated by Miss Smock, of Mid-Pacific Institute. Supplementary dictation should add interest, increase the vocabulary, and increase speed. Memorized speeches, such as the Gettysburg Address, and poems, especially Kipling's "If," are of real value in developing rhythm and speed, she suggested. Use, if possible, those already memorized in the English department.

### *Visual Aids in Teaching Commercial Geography*

In a very interesting talk, Professor Freeman, of the University of Hawaii, spoke of the use of maps, charts, and graphs, and strongly recommended the use of industrial and commercial exhibits prepared by manufacturing houses. Slides and motion pictures show details of processes in such a way as to be remembered longer than would lectures or reading lessons. Motion pictures can be secured from the extension departments of many universities, Government departments, Chambers of Commerce, railroads, and many corporations like the General Electric, International Harvester, and regular distributors of films. Field trips may be taken in Honolulu to factories, wharves, and retail stores. These should be followed by reports or discussions to fix in the minds of the students the things seen.

### *Bookkeeping Problems*

"Machine Calculation and Machine Bookkeeping at McKinley" was the topic treated very enthusiastically by Mrs. Ora Lee Nelson. She brought out the fact that machine calculating jobs are almost exclusively for the Orientals in Honolulu, with practically no mainland competition. In one year she covers all the fundamental arithmetical operations.

"Some Problems of the Bookkeeping Teacher" was taken by Mr. Joseph Skorpen, McKinley High School, Honolulu. He stressed as his particular difficulty that of making students get the substance as well as the word in bookkeeping principles.

A very brief discussion followed.

# Eastern Commercial Teachers' Association

Holds 29th Annual Convention at Hotel Statler, Boston

April 14, 15, 16, 1927

## General Meetings

Report by Archibald Alan Bowle

### New Officers

PRESIDENT: Dr. Paul S. Lomax, School of Education, New York University  
 VICE-PRESIDENT: Miss Mabel S. Hastings, Girls' High School, Boston  
 SECRETARY: Seth B. Carlin, Packard Commercial School, New York City.  
 TREASURER: Arnold M. Lloyd, Banks College, Philadelphia, Pennsylvania  
 EXECUTIVE BOARD: Harry I. Good, Hutchinson High School, Buffalo, New York (new member)

AS the East turns to Mecca for spiritual refreshment, once more to revive faith in the things eternal, to renew hope of the inherent goodness of life, so did the Eastern commercial teachers turn to Boston during Easter Week, where the Eastern Commercial Teachers' Association was held at the Hotel Statler.

The program of addresses and discussions was one of the finest we have seen or heard. Would that a verbatim report might be included in this magazine! But that is left for the members to study at leisure from the official report to be published by the Association. And the way to secure this report is to see that your annual dues go to the worthy General Secretary, Mr. Seth B. Carlin.

### Address of Welcome

A cordial address of welcome was given by Dr. Jeremiah E. Burke, the distinguished superintendent of schools of Boston, who assured the Association that not only the gates of the city were open to them but the hearts of the people of Boston as well. The response by Mr. H. E. V. Porter, Jamestown Business College, Jamestown, New York, was full and hearty, and showed an appreciation of the welcome extended by the citizens of Boston.

The local arrangements committee had busied itself most efficiently with the many details of arrangement and the "brief case of history of Boston and other literature for the guidance and help of those attending the convention," said Mr. Porter, "showed great thoughtfulness and consideration for the welfare of the guests."

### "The Revolt of Youth"

This—the annual address, given by Anna Garlin Spencer, author, ordained minister and civic leader—gave food for much reflection.

The address was in the nature of a review of Judge Ben B. Lindsay's book and took the view that things were not quite so bad as they are painted and that youth must work out for itself, and wants to work out for itself, the problems of life. Young people will no longer take for granted the dictum of the older folks, but, with the scientific age demanding a constant search after truth and accepting nothing as fact until proved, so they question all things and intend to work out for themselves a philosophy and understanding of life.

### President's Speech

"Breaking Away From the Past" was the title of President Lindabury's address, and in it he called attention to the newer outlook.

Fondly cherished prejudices of our forefathers are deeply rooted—particularly in institutions of learning. I hold no brief against these theories of a past age, but they cannot be justified by tradition alone. In all departments of education a spirit of constructive criticism is gradually severing the grip of the past and its theories of repression. Progressive education, adapted to these fast-moving times is being demanded. As Professor Kilpatrick has so aptly pointed out in his book, "Education for a Changing Civilization," "No longer can one generation bind the next to its solution."

The development of character, the making of citizens worthy of their heritage, these are the fundamental aims of teachers, not only of the academic teachers but of all teachers, and commercial teachers are in a particularly advantageous position, Mr. Lindabury thinks, to teach that first principle of citizenship—self-reliance.

### The Annual Banquet

What a feast! What congenial company! To write of the jollity and friendliness that pervaded the atmosphere is a pleasure. A



spirit of brotherly love ran through the whole proceedings and culminated in the banquet and ball. That was the great social event. While the discussions and the addresses are very worth while, they all are for the ultimate purpose of preparing for "life situations," and here around the festive board was a real life situation!

ville, Massachusetts, introduced and turned over the meeting to the president. Mr. Irvin L. Lindabury, vice-president and secretary of Burdett College, Boston, arose and introduced the long line of past-presidents at the head table, who each was given a hearty round of applause. Seventeen former presidents were present and responded to their names. There



*Irwin L. Lindabury*  
President 1926-27



*Paul S. Lomax*  
President 1927-28

The entertainment provided was tip-top. The silver-tones of the cornetist, the jovial community singing, the inspiring and heartrending address of "Count Orlando" will long be remembered. Then, too, the serious address of Dr. Henry H. Crane, warning of the possible too-materialistic tendencies of the United States, leavened the proceedings.

The toastmaster, Mr. John A. Luman, Peirce School, Philadelphia, Pennsylvania, admirably filled that worthy position.

#### *Ball Follows*

Following the feast of material delectables and the feast of reason, came the enchanting rhythm of the waltz, and from then on the evening was given over to the light fantastic, with awards for the many "competitions" in the terpsichorean art.

#### *Luncheon in Honor of Former Presidents*

Crowded in the Georgian Room the luncheon in honor of former presidents of the Association was given. The Chairman, Annie Carlton Woodward, Somerville High School, Somer-

ville, Massachusetts, introduced and turned over the meeting to the president. Mr. Irvin L. Lindabury, vice-president and secretary of Burdett College, Boston, arose and introduced the long line of past-presidents at the head table, who each was given a hearty round of applause. Seventeen former presidents were present and responded to their names. There

#### *After-Luncheon Meeting*

Delightful were the readings of Miss Ora Tucker Gratz, life-president of the 1925 Class in the International Lyceum and Chautauqua Association. "A Reader of Rare Gifts," she was billed, and she fully realized the title.

From an office manager's point of view Mr. A. P. MacIntyre, president of the National Association of Office Managers, urged the coöperation between commercial teachers and the office managers. He assured his hearers that such coöperation was fundamental and necessary for the full realization of the scope of usefulness of such training.

Mr. L. Gilbert Dake, of Yeatman High School, St. Louis, and president of the National Commercial Teachers' Federation, proffered the good wishes of the Federation to the teachers of the East and extended an in-

(Continued on page 374)

# How New York City Selects

## Examination for License as First Assistant Teacher

**A**T intervals of about three to five years, depending upon the supply and demand, examinations from which it secures an eligible list of men and women are annually described as "First assistant teacher in Stenography and Typewriting." Briefly, eligibility may be established by proving

- (1) Graduation from a recognized college or university, plus
- (2) One year's satisfactory post-graduate study, which may be concurrent with the above,
- (3) Five years' satisfactory experience in teaching in secondary schools or colleges; experience must be in the high schools of New York City, or
- (4) College graduation and post-graduate study, as above, and seven years' satisfactory experience.

The applicant will elect either the Gregg or Isaac Pitman system as his method of the system of stenography and a practical test in the system; English grammar and composition.

The minor examination is "a written test in the principles of the system."

If more complete information is desired, or notification of future examinations, apply to the Board of Examiners, New York, N. Y."

We reproduce herewith the final paper of the major examination held on Tuesday, January 1, 1925, and any constructive comment and observations our readers may care to make.

### STENOGRAPHY AND TYPEWRITING—PART I

NOTE.—A satisfactory standard of written English is required. Except where outlining is called for, candidates are to write in full. The rating of the content of their answers. Answer papers may also be rejected if adjudged by the Board of Examiners to be unsatisfactory.

1. "It is psychologically impossible for the beginning student to make perfect outlines."

Write an article (within 300 words) to justify or refute this statement, making use of the following technical terms: visual form; optical movement; muscular movement; coördination; tactile impressions; kinaesthetic impressions; ideo-motor impulse; repetition in attention. (10)

2. You have been asked to select a stenography dictation book for your third- and fourth-term classes from among the following:

*Expert Dictator*—Saphier and Smyth; *Constructive Dictation*—Gardner; *Secretarial Dictation*—SoRelle; *Dictation Course in Business Literature*—Reigner. Compare these books as to (a) simplicity or difficulty of material as a whole; (b) arrangement of material as to difficulty; (c) explanation of technical vocabulary; (d) presentation of shorthand vocabulary; (e) their value as a means of teaching English, business practice and procedure. (20)

3. By means of a completely organized alphabetical index, indicate the contents of a competent chairman's files, including reference to all information that should be available for the use of the chairman, his principal, or the superintendent of the high school division. (8)

4. "The aim of the vocational school should be to teach the student to do in school what he is expected to do on the job."

- (a) In the light of this aim, discuss the Regents' rules for rating shorthand papers, having reference to rules in effect prior to 1925, the proposed method of rating in the syllabus of 1925, and the revised syllabus of 1926. (8)
- (b) What standards of promotion and graduation for shorthand pupils should be maintained by the chairman of the department? Explain fully. (6)

# *elects Its Heads of Department*

## *First Assistant Teacher in High Schools*

and demand, the city of New York, through its Board of Examiners, conducts a series of available for appointment as heads of stenographic departments. The position is technical in the New York City high schools.

with

colleges, or in 7th, 8th, or 9th grades in New York City; three of such five years' secondary teaching

satisfactory teaching experience in secondary schools or in colleges.

is major, the other as his minor. The major examination includes "the theory and practical grammar, rhetoric and composition; typewriting; business correspondence and office

system, which test will not take place within three months of the test in the major subject."

Examinations, write to "The Board of Examiners, Board of Education, 500 Park Avenue,

on two successive days during the Christmas holidays, 1926. Particularly welcome will be

### **PAPER II—EDUCATIONAL ASPECTS—Time—Four hours.**

Candidates are expected to write connected English. Candidates may be rejected on the score of unsatisfactory written English, regardless of the number of errors to be unduly illegible.

5. In a high school where pupils in the second term are grouped with reference to their ability (as shown by the achievement tests given at the end of the first term) into bright, normal and slow sections:
  - (a) State with reference to these groups the specific modifications that would be desirable in the course of study in stenography and typewriting. (8)
  - (b) Give definite instructions to the teachers of the bright and the slow groups as to methods of teaching to be adapted to these groups. (8)
6. State exactly how the chairman of a shorthand department should meet each of the following situations:
  - (a) Teacher A's influence on the class is excellent, but her pupils do not sustain themselves in higher grades. (3)
  - (b) Teacher Y is sarcastic and is not liked by pupils, but her pupils pass examinations satisfactorily. (3)
  - (c) Teacher X makes lengthy explanations but does not illustrate. (3)
  - (d) Teacher M reads very little written work of pupils and maintains that it is not necessary. (3)
7. As to tests:
  - (a) State the purposes for which they may be used. (3)
  - (b) Name and explain (or illustrate in your field) six different kinds of new-type tests that may be used to test knowledge of subject matter. (4)
  - (c) Explain the conditions that make a test "standardized." (3)
  - (d) Name and describe two standardized tests that may be employed in the stenography and typewriting department of a high school. (4)
  - (e) Explain and illustrate (1) intelligence quotient, (2) educational quotient, (3) achievement quotient. (3)
  - (f) Give and explain the statistical terms used in measurements with which the chairman of a department should be familiar. (3)

itation for them to come West and see what is being done there, urging all to attend the next convention of the Federation. Mr. Dake stressed the need for the elimination of waste in our schools, saying, "In every city that you go into, no matter how efficient the training may be, a large majority of the people who enter the schools never finish. What becomes of them?" Many of them he claimed went to the private schools, and at that point he paid particular tribute to the work of such schools.

A scholarly paper on the need of higher education in commerce was read by Frederick L. Hoffman, LL.D., a research consultant at Babson Institute, who drew attention to the theory of risk in commerce; the utility of statistics; the danger of over-specialization; the fact-finding process; and to the history, geography and literature of commerce, completing his address with a few words on Business Success, which he stated to be "the carrying forward of whatever undertaking one may be engaged in, with security and at a profit." In the last analysis, every business man must aim to have it said of him, "Well done thou good and faithful servant."

#### *Saturday Morning Session*

The Saturday morning general session was most certainly worth waiting for. Dr. Augustus O. Thomas, Commissioner of Education of the State of Maine, in concrete fashion showed how "the art of making a living, the first duty of citizenship" is handled most effectively by the commercial teacher. The speaker dwelt upon each word of the title of his address and drew from it illustration and reason for a Business Training as a Basis for a Successful Professional Career.

Mr. Edward A. Filene, merchant prince,

of William Filene's Sons Company, voiced a complaint that most business schools prepare workers only for small business or small jobs instead of equipping them to advance into executive positions in the large business organizations that now prevail. "We see business houses more and more conducting their own educational classes," he declared. "If this trend continues, the commercial schools will lose prestige, and many of them will finally go under."

Scientific management in production, and the chain store system of distribution, produce economies that overcome all competition, he said; adding that the new system is spreading in Europe and other foreign countries.

Mr. Filene declared that unless the commercial schools can supply adequately the education and training needed by the new type of business, business would be forced to assume the entire work of educating employees. He added, however, that business did not wish to assume this additional work, and that he believed the commercial schools would recognize the new needs and prepare to meet them.

The speaker also commended coöperative education, or part-time study and part-time work, as a promising way out of present educational difficulties in business. He urged commercial teachers also to do some part-time work in business, to learn its changing technique at first hand if they would compete successfully with teachers on business staffs.

#### *Next Meeting to be Held at New York City*

At the business meeting it was determined that the next Annual Convention should take place in New York City.

### *Secretarial Section*

*Chairman: Mrs. Martha J. Baldwin, White Plains High School, White Plains, New York*

#### *Report by Martha E. Bowen*

*I*N the first talk, on The Basic Principles in Teaching Shorthand, Mr. H. M. Mumford, head of the Normal Department at Bay Path Institute, Springfield, Massachusetts, passed over many basic principles such as proportion, movement, penmanship and others, to those fundamental principles sometimes overlooked—(1) The vital necessity of a thorough training in orthography and word analysis, (2) The value of proper sequence and grading, (3) Development of thought units, and (4) Transcription Speed.

Mr. Mumford maintained that every student of shorthand should, either before or parallel

with his shorthand course, have a training in the fundamentals of English, including prefixes and suffixes, their derivatives, meanings, uses, rules for spelling with their application, etc. Mr. Mumford stressed the point that dictation material, whether new or prepared, should be carefully graded until all the principles are mastered and a vocabulary developed, and that the best results can be obtained by dictating a large portion of the work at a speed within reach of the majority of the class, using the last part of the period for forcing speed. Carefully measured dictation should be avoided, he believes.



To work up transcription speed, an assignment is given in Speed Studies to be carefully prepared, the strokes being counted as in typing tests. A five-minute test is then given daily, following a ten-minute typing test. The average rate of transcription speed on such tests at Bay Path was found to be 67% of that on typing copy tests. A few students had a transcription speed equal to their longhand copy speed. From students notes, the average speed was 59% that of copy speed. Mr. Mumford feels that after proper drill, the pupils transcription speed will be 75% of the copy speed.

Professor Walt H. Meckler, of Boston University, in discussing Mr. Mumford's paper, spoke of the value of teaching pupils punctuation at the beginning of shorthand work by calling their attention to the pauses in dictation which meant a period, question mark, or paragraph. Dictation in a monotone is not natural; it should be given in rhythmic cadence, teaching the pupils to look for phrases. Another "pet scheme" of Professor Meckler's is to have every pupil write above his outlines while someone else is reading, thus keeping everyone at work. Mr. Meckler spoke of developing transcription early in the course, that is, as soon as the pupils have learned the keyboard and can write sentences with facility. Transcription is a third skill and should be developed as a parallel skill with shorthand and typewriting.

#### *Keyboard Technique*

Miss Flora Jacobs, of Simmons College, presented her subject, Steps in the Development of Keyboard Technique, in a practical way. A group of four pupils demonstrated to the audience the steps in learning typewriting, from cleaning the machines, inserting and taking out paper, keyboard drills, shifting and figure drills, drills on high frequency words, etc. The splendid technique of Miss Jacob's pupils, and their fine carriage throw showed the effectiveness of Miss Jacob's teaching.

The discussion on this paper was led by Miss Genevieve Smith, of Boston Clerical School. Miss Smith spoke of the value of giving the pupils a thorough drill on letters, as they form so large a part of typewritten work; also of the necessity of students' acquiring the ability to find their own errors and then to analyze them. To make the pupils search carefully for errors, they are charged double for any errors overlooked.

#### *The Secretary's Personality*

Mr. W. C. Cope's fine paper on The Secretarial Course as a Medium in the Development of Personality was an inspiration to all

who heard it. He said he had been convinced for a number of years that the secretarial and commercial courses were lacking in completeness as manifested in the lack of school spirit, the student's negative attitude toward himself, his failure to respond to the advantages of his educational opportunities, and, later, in his inability to maintain his position, to please his employer or merit advancement, due frequently not to lack of training but because his personal qualities in general were below par. A distinguished and well-qualified man in one of his lectures made the statement that shorthand, typewriting, bookkeeping, and academic training comprise less than 50% of one's qualifications and equipment necessary to make good in business, and that personality constitutes more than 50%.

One of the students in Mr. Cope's school offered this interpretation of personality: "Personality is to the individual what fragrance is to the flower." Mr. Cope defined it as "that personal magnetism we radiate and communicate permanently to those with whom we establish contact. Mr. Cope said he had been trying for ten years to render greater service to his pupils by having in the course a subject that had a direct bearing on the students' personal qualities. After trying several books, he has found most suitable that splendid and unusual book by Mr. Harry Spillman called "Personality." Mr. Cope has found it practical and the only book in the curriculum that parents are sufficiently interested in to read themselves.

Mr. Chester M. Grover, headmaster of Charlestown High School, Boston, Massachusetts, in discussing this paper, spoke of personality as "character in action" and emphasized the point that character must be added to intelligence if our communities are to be safe; that personality, while elusive to define, has in it the elements of growth, and we should surround our young people with the proper environment so as to make attractive to those who are under our care, those qualities which make for effective personality.

#### *Transcription—Methods and Standards*

Mr. SoRelle sent questionnaires out to 125 schools inquiring about their methods and standards in transcription. One reported on a one-year course in transcription, 18 on a two-year course, and 5 on more than two years. Very little was given in reply to the questionnaire on the organized method of transcription from the first steps, but there was a feeling on the part of teachers all over the country for something definite in transcription. Mr. SoRelle stated that he was unable to tabulate the returns of the questionnaires because of their late arrival, but these would be printed

later in the *American Shorthand Teacher*. Mr. SoRelle suggested as a first and important step in developing transcription speed, a very high degree of reading ability.

Mr. D. D. Lessenberry, of Pittsburgh, in discussing Mr. SoRelle's paper, suggested that teachers pool their ideas on transcription so that they can get a composite study of transcription procedure. He further suggested that a forum be opened in some magazine where transcription problems could be discussed.

### *The King's English*

In her talk, "Giving a Commercial Slant to the King's English," Miss Katherine Ross, of Boston Clerical School, stated that it would be very shortsighted indeed to give the 75% of the pupils now taking commercial courses training simply for the working hours of the day. They should be given more work in English than those training for college so that when their formal education stops they will have sufficient familiarity with and liking for different types of literature to continue to read and think and judge rightly. Miss Ross spoke of spending a half day in the laboratories of the General Electric Company at Lynn, West Pennsylvania, where various exams are given to those applying for positions. There observation tests are given of figures and words, where the employee is tested to see mistakes or variations quickly; tests that deal with spelling and composition. A wide experience in reading is necessary to be familiar with the words given in these tests. Miss Ross made the suggestion that the course in Business English be based on the content of

English in the formal course, and that there be added for each year in the commercial course, work which would motivate toward business subjects, part of the oral and the written compositions given in the regular English work, that at least two additional periods a week be given for the work in English and at this time special drills in grammar and punctuation and vocabulary building; and that the composition of the last year be based on business letters, these letters to be considered a type of composition.

In order to give more of a commercial slant in the matter of word- and vocabulary-building, Miss Ross tried the experiment of putting various magazines in the hands of the pupils, asking them to read the advertisements and make note of unfamiliar words, thus bringing to their attention many words that were new in advertising copy with which they should be familiar.

The discussion of this paper was led by Mr. Walter E. Dengler, of Peirce School, Philadelphia. Mr. Dengler agreed with Miss Ross that commercial pupils should have as much English as academic pupils—and "then some." Mr. Dengler said that a group of teachers and pupils in their school went to offices of business men and observed and then reported to the class what they had learned. Also that a committee of eight students went to three private secretaries in Philadelphia and observed how they handled people who came into the office, then reported to the class what they had learned. Thus must English be humanized if it is to be given a commercial slant.

Because of the lateness of the hour, Mr. Harry C. Spillman's speech had to be omitted.

## *Commercial Section*

*Chairman: Raymond G. Laird, Boston Clerical School*

### *Report by Harold H. Smith*

*THIS* section met on the morning and afternoon of Friday, April 15. The large room was well filled with men and women thoroughly representative of this branch of the profession. As so frequently happens, however, the early morning session of the general association encroached upon the program and prevented any general discussion.

#### *Is Our Bookkeeping Training Satisfactory?*

Mr. Frederick H. Read, Commercial High School, Providence, sounded the keynote which was heard throughout the day. His paper, "Does Our Training in Bookkeeping Satisfy the Business Man?" was based on a survey

he had made of concerns employing large numbers of clerical workers. As usual, he found business men differ on what subjects should receive the most emphasis; but there was practical unanimity in demanding intelligence, accuracy, and neatness of all employees. With one or two exceptions, all insisted on good penmanship, particularly in the matter of rapid recording of figures, where these must be entered by hand, as in sales slips and in some accounting records.

One employer was frank enough to say that he considered "natural ability of much greater value than commercial school training." Some firms remarked that they had found it best to start every employee in the lower positions—

girls on machine work, and boys as messengers. They think it more or less impossible for the schools to supply sufficient incentive to cause most young people to develop efficiently; but they remarked that for a fairly large number even business could not supply that incentive!

Through all the papers, as well as through these letters from large employers, ran the plaint that schools seem to be training commercial students for work in small offices rather than for the larger concerns. The mechanization of business, especially in the accounting end, is reducing each job to a few simple elements, mostly machine operation, and several firms asserted that it would soon be a relatively easy matter to train and place clerks for these positions.

On the arithmetic side, one business man asserted "that not more than one in twenty pupils can add accurately and rapidly."

There is also a notable disposition on the part of young employees to be dissatisfied with their highly specialized work, on the ground that they are able to put into practice such a small amount of the training they have received at school. One business man urged that pupils should be taught to realize that their progress into more responsible positions depends a great deal on the accuracy and reliability they demonstrate in whatever work they may be engaged.

Nearly all the firms favored a high school training as a minimum preparation, some going so far as to charge that the pupil who specialized before that time was dodging the mental exertion required by a general education. Several said the technical training was of little or no value unless it were built upon the solid foundation of English composition and a good general education.

### *Books or Bricks?*

In closing, Mr. Read said:

Bookkeeping is almost a necessity for every person to know in this commercial age, whether he be a \$40-a-week bookkeeper or the owner of a million dollar business. It also leads many times directly to a successful business career; but when I see 1,500 masons striking in Brooklyn, as they did a few days ago, for \$13.50 a day, and bricklayers getting \$11 or more a day for putting one brick on top of another, I wonder if we, in the schools, are reaching out too far for pupils in our efforts to build up a large school. Are we getting too many who have the makings of artistic masons and layers of brick and trying to make bookkeepers and accountants of them when they haven't any special mental ability to develop? We are turning out so many bookkeepers, the supply is so much greater than the demand, that they don't and never can expect to reach the high pay of an ordinary bricklayer.

If we could "lay off" for a year in our efforts to turn out male bookkeepers and, instead, produce a couple of thousand good bricklayers and plumbers (1,000 each in Boston) wouldn't conditions and remuneration be more nearly what they should be?

### *Discussion*

Miss Abigail D. Steere, of the Vocational Guidance Department of the Boston Public Schools, discussed the subject; and revealed that her contacts with business houses showed the same state of affairs which Mr. Read described. She had found one department manager employing some 300 girls who had abandoned the idea of general or technical preparation as a requirement for applicants. Rather, he judged them on the basis of personality and personal characteristics.

One employer told her that "if a girl works overtime she expects the boss never to forget it." Several urged that students should be taught more thoroughly the meaning of the bookkeeping operations, and added that the elementary principles of accounting ought to enter into the training. The modern developments in accounting, while making advancement less possible for the masses of clerical workers, at the same time opens up the field to many who could not otherwise hope to qualify.

Quoting statistical research as to the causes of discharge, she said that out of a certain study of 4,375 such cases, 62% were because of failures in human relations or character qualities having nothing to do with skill or technical knowledge.

Mr. Clyde S. Cressey, Department of Accounting, Peirce School of Business Administration, Philadelphia, discussed Mr. Read's paper from a different point of view. He thinks no business training school worthy of the name should restrict itself to the training of clerks. We train too many bookkeepers to work like machines. We should train them to recognize the accounts as containing management information which is within their grasp and sorely wanted by the managers of every business. Speaking of the teachers' attitudes to pupils, he said: "We have failed them because we have failed to show them that in their hands is a mass of vital information which no one else can interpret and make available for management."

He pointed out that the average operating statement does not tell the full story. It needs to be analyzed to find the truth about each salesman, each line, and each territory. The bookkeeper is in a position to tell why certain goods are always likely to be returned, or to spot the customer who bought last year and not this; but the way we have taught bookkeeping has resulted in completely burying all these important facts. We should teach our bookkeepers how to utilize the correspondence files in order to find out why goods come back or why repeat orders are not given. Figures are easily assembled on such topics as defective workmanship and materials, defective packing

and order checking, over-selling, etc. All these things are management information and "a report like that justifies a bookkeeping department—a report like that justifies the school teaching bookkeeping."

His discussion was based upon contacts with groups of large and small employers, the latter employing probably the greater total number of bookkeepers. While all were more or less satisfied, all thought schools should stress the ability to reason, the use of initiative, and the power of imagination.

### *Teaching Banking*

Mr. Herbert E. Stone, first assistant cashier of the Second National Bank, Boston, read a paper on What Should Our Schools Teach About Banking? He said teachers could help the bankers materially by recognizing that "it is a long stride from the last day of school to the first day of business. . . . The boy may not have learned that he is a cog in a piece of machinery in school, but on the very first day of work he will wake up with a start, for the very first time in his life, to find that everything he does counts." And "The nearer a boy comes to doing his work correctly, the less will be the measure of intolerance shown him." Most boys are too impatient to advance from menial work.

Teachers should supplement the book matter with information which can be secured from the financial reports in local newspapers or from the banks themselves. Most banks would gladly place teachers' names on their mailing list for the regular receipt of such information as they issue.

### *Present the Methods Practiced Locally*

In presenting the papers handled in banking, teachers ought always to discuss the law governing these instruments. Adding and practical interest methods should be stressed. He said that at least twenty necessary things have to be complied with before paying and cancelling a check, so that knowledge and experience must precede the complete delegation of such work to a bank employee. He advised every bookkeeping teacher to arrange for his class to visit the local clearing house when it is in operation. In the larger cities, at any rate, the boys should learn the bank numbers before starting their business careers.

Since boys are likely to advance through the mailing department of the bank, they should be taught geography, also local methods of transit, so as to save unnecessary asking and giving of directions when sent out on errands. "First impressions of employers are important and often play a large part in the

employee's future. If you can save time by teaching him fundamentals, so he will not have to waste time in getting started, you will help him."

### *As Given at Dorchester*

Miss Jeannie F. Shean, High School for Girls, Dorchester, Massachusetts, presented the first five-minute discussion on Mr. Stone's paper. She explained that their pupils who take accounting elect a "controlled option" along with their two majors—accounting or machine bookkeeping. The "controlled subjects" are banking and social service. By simulating social conditions, operating accounts under a system of fines involving remaining after school until balances are correct, and otherwise linking up with the student's life they succeed in inculcating the necessity of accuracy and responsibility in the business world. Every senior is required to take law, and the laws dealing with negotiable instruments are emphasized. Simple economics and modern methods of finance and credit are also taught. A large reference library is available for the students' use.

### *Bank in Operation at Worcester Business Institute*

Then followed Mr. Charles E. Cline, principal of the Commercial and Banking Department of the Worcester Business Institute, who described their practical banking work, which requires three months for regular students. This is divided into two divisions, foreign and domestic. The domestic banking is carried on between the students in the school, while the foreign practice comes from other schools scattered over the United States. Actual transactions are carried through, all entries made, currency is shipped, and correspondence exchanged. This is often very heavy. While this work is fictitious, it is not superficial. It tends to induce poor students to be more resolute because they knew they could never hold down positions in business until they can do the work of the school bank. In closing, he said, "It is much better to give the student all the practice possible in the schoolroom than to wait until he is caught in the stream of business."

### *Interpreting Accounts*

In the afternoon, Mr. Maurice M. Lindsay, C.P.A., instructor in the Bentley School of Accounting and Finance, Boston, very ably presented the thought that teachers should go behind their accounts and study The Compilation and Interpretation of Financial



Statements for Short-Term Credits. From his wealth of practical experience he detailed just how the credit man is compelled to scale down the figures presented in the balance sheet so as to arrive at a true estimate of the financial health of a concern. Among the outstanding points of interest to credit men is the "current ratio," the relation between current assets and current liabilities. Unfortunately, space does not permit us to report in detail the comprehensive reasoning by which Mr. Lindsay showed the danger of accepting balance sheet figures without analysis. Suffice it to say that he gave very good reasons for the customary action of accountants in slashing "notes receivable" at least 50%, "inventory" from 15 to 20%, and for dealing with other items in what at first blush seems to be mere rule-of-thumb fashion.

He urged teachers to make a strong effort to understand the problems of management which accounts are supposed to picture and thus be able to pass on to students something of the purpose and philosophy of the whole accounting process.

Mr. Warren C. Lane, of the Department of Business Administration, Bryant and Stratton College, Providence, was unable to read his prepared paper, but sent it in for publication in the association's official report.

### *Secondary Schools Cannot Give Much Detail*

For a time during Mr. Laird's absence from the chair, it was occupied by Mr. George L. Hoffacker, Boston Clerical School. In introducing Miss Mary Stuart, Memorial High School, Boston, he raised the question as to whether teachers should attempt to instruct along such lines as Mr. Lindsay had urged. Would it not be advisable to leave such things alone and build up a good groundwork which could later be added to by such institutions as Mr. Lindsay represented?

Miss Stuart thinks that schools are doing more now than ever before to show the relationship between bookkeeping and business—perhaps as much as their limits of time and circumstances permit. The immaturity of pupils and meagre time allotment for the subject must be considered. She considers the teacher's job a three-fold one: to prepare pupils for employment, for promotion, and to inspire them for further study.

Under the first head, there must be available bookkeeping positions into which pupils can go; and statistics indicate that there are plenty of such jobs. The only way teachers can know what business demands of their pupils is for the teacher to secure business experience herself. This can be realized by vacation work in offices. She thinks "the time is coming when this will be one of the require-

ments of a commercial teacher." Pupils should be taught "to learn everything about the piece of work they are doing before they proceed to the next," but they must not become lost in details. They ought not be frightened with the complexity of the problem. While a "live" teacher can inspire pupils to further study, she must not let her enthusiasm lead her to introduce too advanced material.

### *Accounting Machines*

"Accounting Machines—Their Uses in Business; Their Place in School" was the topic of an interesting talk and demonstration by Mr. Albert Stern, manager of the School Department of Burroughs Adding Machine Company, New York. He showed his audience how the adding machine, the computing machine, and the special bookkeeping machine make possible more rapid and accurate work in the fields of calculation and accounting, and pointed out that every subject in the curriculum had come solely because of some commercial or practical need. In the case of arithmetic, he did not suggest it be taught mechanically in the elementary schools, but he thought it a waste of time to continue the present methods of teaching the subject in high schools.

In Manhattan and the Bronx (New York City) his organization places between three and four thousand operators of Burroughs machines annually. He feels that when the schools take up the teaching of machine operation there will be a very great increase in these figures. A great saving in education costs could be made by introducing machine arithmetic. About fifty times as much work can be covered in a given period as with paper and pencil. Teachers must not forget that subordinates in offices do not have problems, as such. The heads of departments have the problems. They reduce them to business forms and ask their assistants to do the necessary calculating. By observing this fact, a wider variety of the applications of arithmetic can be covered in machine accounting. The machine method helps to free the pupils from the fear of making errors.

Pupils from thirteen to eighteen years of age find no difficulty in learning the machine method, and it opens up a new field of employment for some subnormal groups. He cited several instances to show that machine operation is no more of a blind-alley occupation than typewriting or other clerical work.

### *Discussion*

Mr. Laird introduced Miss Lena B. Pool, English High School, Lynn, Massachusetts, who described the method used in that school

for teaching machine operation. This occurs in the senior year. Office appliances and filing are taught together, throughout the last year. Both key-driven and crank-shaft calculators are used, as well as a bookkeeping machine with the typewriter keyboard and one with the adding machine keyboard; also a multi-graph, mimeograph, and a mimeoscope. The greatest time is spent on the key-driven calculators because of the lack of visible checks on its work. This enables them to teach touch operation and gain speed with accuracy. Some care is required to fit pupils to the work they attempt. Every pupil can learn to run the calculators, but only those who can analyze their problems can apply them successfully. Likewise, those given the most training on the bookkeeping machines must know some bookkeeping. "There is a much larger range of business opportunities open to our high school pupils than would otherwise be possible."

Mr. Lewis A. Newton, junior master of the High School at East Boston, Massachusetts, said their work was centered about the idea that pupils should understand their future vocational life in relation to their lives as a whole. They furnished opportunities for trying out each pupil's aptitudes through a series of projects. His ideas represent rather frankly the more recent theoretical developments in vocational education as applied to commercial subjects, so we state here the implications which he set forth.

1. The project idea of vocational training implies a comprehensive guidance program.

2. It implies diversified curricula for city high schools, so that there may not be an oversupply of certain kinds of clerical workers and an undersupply of other workers in other office trades.

3. It must furnish a training for more specifically occupational work—rather than pointing towards the diploma.

4. It implies restricting the opportunities for technical training to one vocational objective.

5. Such a course "should deal in a very definite manner with the principles of economic relationships, social attitudes, general culture, and many items of technical, social knowledge" that the employer and society deem important.

6. We must recognize that the individual's ability to achieve independent, economic freedom must depend upon permanent habits of study and work while still in school and upon his ability to guide himself properly after he leaves school.

Mr. Newton gave expression to his beliefs in the increasing trend of specialization in office work, the need for the public schools assuming responsibility for training pupils for office trades of all kinds, and even hazarded the guess (as his opinion, of course) that public educators "will more likely develop efficient methods of teaching and better safeguarding the fundamental interests of both employers and employees than will private agencies; and that skill in office appliances is a step in the development of a plan of modern part-time

commercial training." He cited statistics to show that in the Boston area a total of 244 concerns used 1,409 special types of machines in office work, and, of these, 65 concerns used 928 key-driven calculating machines.

### *Business Arithmetic*

Mr. W. P. McIntosh, principal of the Haverhill Business College, took up the problem of Teaching Business Arithmetic and Rapid Calculation. To save time, he decided to drop the rapid calculation side. Although most pupils think they do not need arithmetic, it is easy to show them that they do by means of a simple test on entrance. The main thing teachers have to do is to establish confidence on the part of the student in the teacher's method. He remarked that "some teachers are so cussedly clever in mathematics that they have no conception of the difficulties of duller pupils, and have no patience in helping them over their troubles."

Much time must be spent on common fractions and decimals, also in the analyzing of each problem. The teacher should not do all of the work. Let the pupil do it, and make him *like* it.

Mr. Robert P. Cunningham, recently head of the Commercial Department at Framingham High School, believes the pupil needs some arithmetic just before he leaves school, in his senior year. This does not imply he should have none in the earlier stages. He gave four "don'ts" for teachers of rapid calculation—

"(1) Don't lag; (2) Don't sit at your desk during the class period; (3) Don't ridicule—students do not like it; (4) Don't sit up all night correcting papers."

Arithmetic should contain many problems of local interest investigated and solved by the pupils themselves. He is keen for the teacher's stimulating interest and competition in class. Quizzes should be frequent. Put ideas into action. Do not assign rules, but develop them.

Mr. Joseph J. Carty, head of the Bookkeeping Department, Fisher Business College, Boston, discussed Mr. McIntosh's subject further. While agreeing in a general way as to content of the arithmetic course, he added the quality of self-reliance as an aim in the course. He does not combine arithmetic and rapid calculation because the first is a study of processes and the last an automatization of processes. He organizes competition within each class in rapid calculation. Like Mr. McIntosh, he favors the liberal use of the blackboard.

Arithmetic should be used as an aid in the understanding of business processes. The course in arithmetic should not be abstract and unrelated to business affairs, but should be correlated with accounting, bookkeeping, and economics. (Continued on page 382)



A forum under the leadership of Mr. Charles E. Bowman, head of the Department of Commercial Instruction, Girard College, Philadelphia, was the next item. The subject, "Junior Business Training," proved most interesting. Mr. Bowman had with him copies of a set of fourteen pertinent questions prepared by Miss Georgia Hardy (Cambridge High and Latin School, Cambridge), and himself. These were passed out, and Mr. Bowman introduced the subject by pointing out the aims of junior business training.

#### *Papers to be Used in Junior Business Training*

He called upon Miss Georgia Hardy to discuss what use should be made of Business Papers in connection with Junior Business Training? Does the use of business papers in this course justify the tendency to omit their use in connection with instruction in elementary bookkeeping? also to what extent can the socialized recitation be used in the teaching of Junior Business Training?

She brought out the immediate use value of such papers in the case of children helping their parents in small businesses; the importance, for instance, of immediately depositing checks taken in the course of business. Then, there is the vocational value in junior positions, as well as the guidance value gained by handling the papers. Undoubtedly, the educational values would carry over into bookkeeping and permit of greater concentration on the strictly bookkeeping problems. She favors the dramatized business practice, but feels that the success of the socialized recitation depends upon the attitude of the teacher. She is enthusiastic for it if properly handled, and outlined her method.

#### *Individual Instruction*

Mr. Bowman remarked that he had found it possible to get very much better results by shifting the work to the students instead of doing all of it himself. He introduced Miss Sadie V. Johnstone, of the F. A. Day Junior High School, Newton, Massachusetts, to discuss the question, Can the Dalton, Winnetka or any other Plan of Individual Instruction be Successfully used in Teaching Junior Business Training? She had been experimenting with this plan over a period of thirty weeks, with an additional ten weeks devoted to bookkeeping. Penmanship is taught for twenty minutes each day, at the first of each period. There are six assignments or contracts, each covered in five weeks. Some group work is done, however, and this helps to motivate the study. She described the plan as successful because it caused pupils to work harder than before;

they were more interested; and working under the necessity of completing a definite piece of work in a definite time developed a sense of responsibility.

#### *Contributes to Vocational Guidance*

Mr. William E. O'Connor, Memorial High School, Boston, discussed the question, How can Junior Business Training be made to Contribute Most to the Vocational Guidance of Boys and Girls Who are Expecting to Choose Business as a Career? His plan is to have the pupils try ten different units of work—the ten most important jobs they are likely to meet with if they enter business at that time. A good teacher can very easily help each student decide whether he likes this or that line, or is fitted for it.

#### *Lesson Planning*

Miss Mary Waeschi, William Penn High School, Philadelphia, was called upon to answer two questions: How can Junior Business Training be Used to the Best Advantage in the Development of Civic Intelligence on the Part of the Pupil? and How can the Teacher Plan Ahead so as to Have Materials All Ready and a Plan Perfected When Each Lesson is Reached?

Remarking that it was apparent that each teacher must use her own method of attaining the desired ends, she proceeded to set forth her plan—the use of the indeterminate assignment, sometimes called the minimum and maximum assignment. The main aim is to develop ability to think and to do. The classroom is the best place for this, but it must become a laboratory and be less of a place for recitation than it is now. The class period should be devoted to intelligent guidance by the teacher, progress for the pupil, and less of testing. Each unit of work should be planned to take from one to two weeks. By well stated questions, teachers can find out whether pupils are getting to the bottom of things. "We have done so much for our pupils that we do not always know whether the pupil has gotten down to it himself."

Each pupil should have a copy of the assignment; and at present these must be mimeographed, great care being taken to differentiate between minimum knowledge requirements and those less necessary details of the broader field into which the bright pupils will want to go. Encourage the bright ones to develop as far as possible. Try to secure complete mastery wherever possible. It is essential in all beginning work if more advanced work is to be successful.

Mr. Laird thanked those who had taken part for their preparation and coöperation, and the section stood adjourned.



## *School Administration Section*

*Chairman: Dr. Paul Lomax, Associate Professor of Commercial Education, New York University*

### *Report by George Preston Eckels*

**T**HIS was one of the most constructive and forward-looking programs ever staged by the E. C. T. A., built around the general topic

*"What is the Place of Commercial Education in General Education?"*

In his introductory remarks, Dr. Lomax raised the questions as to what was the philosophy of Commercial Education and whether we really had a philosophy, and outlined briefly a four-year program of which this was the first and having to do with the place of Commercial Education in the Scheme of General Education.

He then introduced Dr. Frank P. Morse, supervisor of Secondary Education, Department of Education, Massachusetts.

Dr. Morse, after a hasty review of the history of Commercial Education, raised the question as to what were the outstanding principles of General Education and answered it by calling attention to the Seven Cardinal Principles in Education.

He said we would do well to adapt these seven objectives to our type of work. He also asked that we read Babbitt's Ten Objectives for further enlightenment. These objectives must be a decisive aim, must provide a type of education which will function in today's work, must provide for leisure time and time for exercise and keeping physically fit. These things he said are not essentially different from other objectives.

Mr. Maynard Maxim, head of the Commercial Department of the Newton High School, said the modern school must be for service. We should advise and teach such courses as the child can do. Every teacher should be on the guidance staff and placement bureau. He would see that each teacher was given time to function in these capacities. He said the old type of program was now out of date.

#### *Commercial Education in Junior Highs*

The next topic was, "How Can Commercial Education in the Junior High School Be Best Realized?" This policy was discussed by Dr. Philip W. L. Cox, professor of Secondary Education, New York University, who gave the administrator's point of view.

He asked that the term "Junior High School" be defined—thinks we have not yet found the

right definition—it is environment more than anything else.

To bring out his point he asked, "How do you teach a boy to play base ball?" The instructions, he said, must always be given in the game and not under some imaginary conditions. The Junior boy practices life. Business education is the most promising field but our method of teaching, Dr. Cox thinks, is wrong. Business is all around us most of the time; the Junior school should elaborate on all activities. Formation must be motivated in action. The objective in guidance is self-guidance and guidance must come in social need. He thinks we ought to give more time to making a real situation when we teach.

#### *In Senior High Schools*

How can commercial education in a four-year Senior Commercial High School best realize this policy was next discussed by Dr. Bancroft Beatley, Harvard Graduate School.

The Senior schools are doing a different type of work in that skills and understandings predominate—a greater degree of social knowledge.

The training for skill must be allied closely with the work: Commercial interchange, selling, clerical work, stenography and accounting.

#### *Discussion*

In discussing Dr. Cox's talk and subject, Mr. W. E. O'Connor emphasized that the type of work in a Junior school must be practical. We must offer what is worth while.

The course must fit both needs. The question is what does business want from the Junior high school? The program must fit needs of the pupil rather than what the school needs. He fears much of the time spent is lost. Business knowledge in practical information is what they need. The vocational aims should come last.

Mr. Albert Bullock, Supervisor of Commercial Education, Los Angeles, California, said job training in business was a background for general business training. He thinks too much time is spent on routine tasks. He does not believe in teaching what can be learned on the job and learned better there. Bookkeeping helps build up a background. The aim should be to train the pupil to do those things he will

have to do. Summing up his talk, he said the difference between the two types of education, routine and general education are difference in talent, difference in desires, difference in individual pupils.

In speaking further on the Philosophy of Commercial Education, Dr. Lomax said:

The office does not set the standards. In building this philosophy it must be done on the four great foundations, psychological, sociological, economical, and scientific, and he showed how each had its bearing on the work.

### *Teacher Training*

The first speaker in the afternoon was Dr. A. H. Wilde, dean of the School of Education, Boston University; his subject, "What are the Minimum Essentials in Preparation of Commercial Teachers?"

If I were to answer in a few words I should say, commercial teachers should have the same preparation as other teachers and that is as follows:

College degree or work beyond the degree—and there should be requirements for entrance as well as graduating from college. For the Commercial Science teacher, the requirements for entrance should be four years English, two years Mathematics, two years Language, and four units of Vocational work.

He said he is surprised that so few high schools are teaching economics. Bookkeeping and economics have the greatest of values. He thinks typewriting might be acquired out of school. He would teach typewriting in the middle grades. Law should be studied in college and not in high school. He would have as electives, drawing, music, and public speaking. Above everything else, he would have them grounded in economics; added to this, geography, English, sociology.

The first two years in college preparation for teaching should be of a general nature.

Each teacher should have at least fifteen hours practice in a classroom and practice in an office during vacation.

### *Continuation Schools*

Mr. R. O. Small, director, Division of Vocational Education for Massachusetts, speaking on day and evening continuation schools, said training for the use of leisure time was one of the big problems.

Much effective work can be done in commercial work, even though the student has but four hours a week in school. A large part of the time must be spent on this phase of education. The pupil must labor at something productive. It is necessary to take the pupils where you find them and build from there.

Mr. Donovan, principal of Boston Continuation School, said the problem is to give pupils something they can take out and put to immediate use.

### *Changes Prophesied for Private Schools*

He was followed by Mr. Seth B. Carkin, principal Packard Commercial School, New York City. He believes the private school must change from a secondary type to a professional school of college grade, developing character and service as well as teaching skills. He said character cannot be developed by talking about it.

The last number scheduled on the program of this section was a talk by Edwin S. Donoho, president of Strayer's Schools, Baltimore and Washington, but time had fled and Mr. Donoho took only a minute. He said enough, however, to make all present wait eagerly for the Proceedings, where the paper will be found in full.

## *Retail Selling Section*

*Chairman: Miss Isabel Craig Bacon, Special Agent of Retail Store Education, Federal Board for Vocational Education, Washington, D. C.*

### *Report by Florence E. Ulrich*

**U**NDER the able chairmanship of Miss Isabel Craig Bacon, special agent of Retail Store Education for the Federal Board for Vocational Education, Washington, D. C., the meetings of the Retail Selling Section, though small, were enthusiastically participated in, and the discussions were both eloquent and productive of practical ideas.

Doctor Norris A. Brisco, professor of Merchandising and director of the School of Re-

tailoring at New York University, was the first speaker. He gave an account of the work that is being done in New York City in this branch of vocational training since its inauguration, and expressed the belief that merchants will come to see more and more the practical value of coöperating with schools in the training of store employees.

A committee was appointed last year, he tells us, consisting of ten representatives from

New York City stores, two superintendents, and several high school principals, for the purpose of canvassing store managers and ascertaining their attitude toward retail selling training and the possibility of enlisting their coöperation in placing part-time workers. He explained that the increasing interest in education by business men was accounted for by the fact that executives today are alarmed about the executive of the future. Stores are today fundamentally interested in "executive vision" in retail store training and the aim, therefore, of this training should be to give that vision.

#### *Part-Time Plan at Boston*

The discussion of the part-time plan of training students in the practical end of selling while studying the theory, was further developed by Mr. Edward J. Rowse, commercial coöordinator and salesmanship instructor in High and Continuation Schools in Boston. He reiterated that the aim of retail selling training is to train students for the job of selling and this best may be done by giving the students actual practice under normal selling conditions, thus giving a more definite meaning and relationship to classroom theory. The plan is as follows:

In all the schools, store practice accompanies school training. There are three plans of store coöperation which are in effect. The plan which is open to most of the students consists of practice work on Saturdays, after school, on special sale days, and during the month of December. In one school a plan whereby the pupils spend alternate weeks in the store and in school is in operation. In another school the pupils leave school daily in the middle of the day so as to spend three hours in the stores at that part of the day when the stores are most busy.

By far the greatest number of students get their practical training during the month of December. They are dismissed from school during this month (on the basis of scholarship) to work on full time. Those having highest grades get three weeks, those in the next group are allowed two weeks, and all are allowed one week, provided positions can be found where they can be employed. Last Christmas there were about 1,200 at work in the stores for part or all the month, divided about equally between selling and non-selling positions.

In the course of two years in the store the pupil gets a varied experience in marking, examining, cashiering, stock work, and selling. She gets acquainted with store system, store policies, and merchandise. She comes in contact with the store training department and gets a realization of the need of complete technical knowledge. She is on the regular pay roll of the store, but is still a regular member of the school. She finds new obligations arising out of her relation to her employer, to other employees, and to customers. These come at a time when she is still under the guidance and protection of the school and she thus comes into the new relation by easy stages.

Miss Bertha Shore, a graduate of the High School of Practical Arts' Coöperative Course, and Mr. Walter Gorman, of the High School

of Commerce Salesmanship Course, Boston, substantiated what was said regarding the practical value of part-time training. The criticisms and help that they received from the teachers, the contacts made in actual selling gave them vision, tact, resourcefulness, and a keener sense of appreciation of their work, they said.

#### *Worcester Plan*

The plan adopted in the David Hale Fanning Trade School of Worcester, Massachusetts, is not unlike the plans used in the Boston schools. Salesmanship, etc., are taught in the morning and the students work in the stores after luncheon. They also work during holidays. One of the values of such a plan is, that many of the students have full-time positions to go to upon graduation that they create for themselves in their part-time training. Training is given not only in retail selling in the Trade School, but in organization, business ethics, psychological testimonials, etc., "which tends to open the minds of the students to further development."

#### *Views from Springfield*

Miss Helen E. Parker, of the High School of Commerce, Springfield, Massachusetts, talked on the necessity for selling retail selling to the faculty, to the business men, and to the students. She reiterated what Miss Burbank said regarding the necessity of impartial criticizing of the students in their training so as to strengthen them in their work and at the same time make it easier for them to take criticisms after they go out into the business world.

The meeting closed with an interesting paper by Mr. Daniel Bloomfield, manager of the Retail Trade Board of Boston. He spoke most favorably of the work that is being done by the schools in retail store training, of the necessity for such training in the development of executives, and of the work that the Board and merchant organizations are doing in helping along the good work. A summary of his analysis of the work of such boards briefly is this:

Merchant associations should assist in the organization of a curriculum for training for store services; develop closer relations with the school board, high school principals and teachers, in order that they might impart a true idea of retail store requirements; provide laboratory practice for the student by employing part-time students; encourage students to continue their courses until graduation, and assist in any way that they can to bring into closer relationship the schools, teachers, students, and merchantmen, in order that a broader, better understanding of the scope and business of retail selling may be had and proper training for this work given.

## Penmanship Section

Chairman: H. W. Patten, Central High School, Philadelphia

Report by George H. Harten

MR. C. E. DONER, supervisor of Penmanship in the Normal Schools of Massachusetts, spoke on Methods of Teaching Penmanship in the Normal School, covering in practical and interesting fashion the subjects of handwriting as a ready means of expression; progressive budget method; measurement and follow-up plan for individual and class progress.

Mr. M. J. Ryan, of the Peirce School, Philadelphia, made an effective exposition of his subject Sensible Business Signatures. Poor writing he said is universal; and he took occasion to shatter the illusion on the part of some that illegible signatures indicate individuality or the possession of business acumen or genius. Illegible signatures he branded as marks of affectation, eccentricity, carelessness, or lack of training.

Mr. F. L. Faretra, B.B.A., Burdett College, Boston, gave a fine demonstration of Blackboard Ornamentation—Drawing, Flourishing, Ornamental Writing, etc.

### Afternoon Session

In the afternoon session Mr. C. C. Lister of the Maxwell Training School for Teachers, Brooklyn, described the Use of the Black-

board, amply illustrating his topic. "The skillful teacher instinctively teaches with chalk in his hand," said Mr. Lister. "He is thus doubly armed in his appeal for attention. Many teachers fail to realize the full value of the blackboard as an essential part of the teaching process."

Mr. Lister thinks skill in blackboard writing should be one of the requirements for a teacher's license. Skill in writing with the pen or on the board is just as essential as explanation or supervision. Demonstration will secure and hold the pupils' attention, when explanation may fail—it is the magnifying glass for helping to visualize the copy.

Elegant Ornamental Penmanship Exercises, Capitals, Signatures, etc., was made an interesting and instructive subject by S. E. Bartow, principal of the Palmer School of Penmanship, New York City. Mr. Bartow traced handwriting from its first source, and displayed the high skill now possible to modern thought and teaching. The two important elements to skill are, in his opinion, teacher training, and the will to do.

Mr. Frank W. Martin, of the Martin Diploma Company, Boston, completed the program with a most interesting demonstration on the blackboard of designing and engrossing.

## Economics and Social Studies Section

Chairman: Guy D. Miller, Head of Business Department, High School of Commerce, Springfield, Massachusetts

Report by Louis A. Leslie

DR. NATHAN ISAACS, professor of Business Law in the Harvard Graduate School of Business Administration said that Vitalizing the Teaching of Business Law could best be done by making the pupil realize the universal application of the principles taught him in the business law class. He recommended that the principles be taught through the discussion of cases rather than through the usual homework and recitation method.

### Teaching Advertising

Mr. Charles E. Bellatty, head of the Vocational Department and the Department of Advertising, College of Business Administration of Boston University, gave a very prac-

tical talk on Teaching Advertising. It was, in fact, a model lesson, using current issues of the *Saturday Evening Post*, supplied by the Curtis Publishing Company. Mr. Bellatty called attention to the good and bad points of the advertisements and gave the reasons that had probably prompted the copy writer in writing the advertisement.

### Economics—Why, How, Where?

Mr. David H. Brown, Central High School, Springfield, Massachusetts, gave the Why and How and Where of Teaching Economics in Secondary Schools. He feels that while every high school pupil should have Economics, it is an essential subject for the commercial

pupil because it is necessary for the complete understanding of the structure of modern business. It should come as late in the high school course as possible, as the younger pupils are not capable of grasping the subject properly. Although a textbook should be used as a basis for the course, a great deal of the work should be from supplementary material of a current nature, such as *The Annalist*, *The Nation's Business*, etc.

### *Commercial Geography*

Professor George M. York, of the New York State College for Teachers, at Albany, spoke on Some Phases in the Teaching of Commercial Geography, and he spoke so quotably that we can not resist giving the following extract:

The problem in teaching the problem method is to find the problem. . . . The most important phase in the teaching of commercial geography is the widening of the pupil's interest in the world about him. . . . Geography, and particularly commercial geography, is an interpretation, and not a mass of facts to be memorized.

### *Teach Adaptability*

Mr. A. D. Enyart, head of the Business Administration Department of Burdett College, Boston, warned the teachers of the danger of turning their business administration pupils

into "red tapists" who would try to solve every business problem by a formula, instead of adapting themselves to their own business environment. He said that in his experience he had found this to be the case very often, and that many business men looked with disfavor on the graduates of the Business Administration Department because of unfortunate experiences which they had had with such pupils.

### *Sales Letters the Heart of Foreign Trade*

Mr. Walter F. Wyman, of the Foreign Trade Department of Carter's Ink Company, of Boston, in telling the teachers what they should give their pupils in Preparation for Foreign Trade, stressed the fact that foreign languages and similar subjects are only the "frosting on the cake"—that the essential qualification is the ability to write a good sales letter and to realize that the foreigners with whom they are doing business are, after all, in many ways, very similar to the people in our own country.

The letter writing is particularly important in foreign trade because it is seldom, if ever, that a salesman has the opportunity to visit the customer in person, and therefore the customer's sole impression of the company is the impression produced by the quality of letter which reaches him from time to time.



## *Teacher Certificate Winners*

### *Complete Theory*

Mrs. Treasie Newlin, Spark's Business College, Shelbyville, Illinois

### *O. G. A.*

Lillian G. Teed, Englewood High School, Englewood, California  
 Sister M. Oliveria, Holy Trinity Commercial School, Boston, Massachusetts  
 Eleanor Haeusel, High School, Rochester, New York  
 Eleanore M. Loughhead, Lincoln High School, Seattle, Washington  
 Sister Hermenegild of Mary, Sacred Heart Convent, Newport, Vermont  
 Sister Agatha Maria, St. Mary's Commercial School, Salem, Massachusetts  
 Evelyn L. Enches, Mid-Pacific Institute, Honolulu, Hawaii  
 Sister M. Athanasia, St. Peter's School, Newark, New Jersey  
 Nellie A. Ogle, Bowling Green State College, Bowling Green, Kentucky  
 Brother Joseph Moritz, St. Michael's School, Brooklyn, New York  
 Elva Crabb, Community High School, Bluffs, Illinois

### *Superior Merit*

Daisy M. Bell, J. Sterling Morton High School, Cicero, Illinois  
 Dorothea Yost, Lancaster Business School, Lancaster, Pennsylvania  
 Melba E. Ramsdell, Thornton Academy, Saco, Maine

### *O. A. T.*

E. Clevenger, Lawton High School, Lawton, Oklahoma  
 Lillie Sprague, Kiowa High School, Kiowa, Oklahoma

### *Competent Typist*

Stephen C. Dispense, Ridgefield High School, Ridgefield, Connecticut  
 Marie Crossland, Township High School, Loda, Illinois



## *Gregg Regional Conference*

(Continued from page 364)

and, in the case of the students, the developing of writing skill should begin with the very first lesson.

### *The Luncheon Meeting*

The luncheon was a happy social hour. Mr. P. S. Spangler, of Duff's Iron City College, Pittsburgh, graced the occasion as toastmaster, introducing Father Paul Campbell, Diocesan superintendent of schools, Mr. Harry Collins Spillman, school manager of the Remington Typewriter Company, Dr. William M. Davidson, superintendent of the Pittsburgh Public Schools, and Mr. John Robert Gregg.

Superintendent Davidson made an eloquent address on the importance of education—"the biggest business in the Republic"—and paid a graceful tribute to the growing importance of shorthand and commercial education, and to the work accomplished by Mr. Gregg. An abstract of the address is printed elsewhere in this issue.

Mr. Gregg gave a most illuminating talk on the highways and byways, historical and sociological, into which his studies of shorthand history had led him, pointing out instance after instance where shorthand had played an important part in helping to give direction to social and political development.

### *Afternoon Session*

The afternoon session was opened by Mr. E. A. Brown, of the Actual Business College, Akron, Ohio, who believes that the secretarial science course belongs in the four-year college or university. The private school, however, can give a good secretarial training course. The course should be open only to four-year high school graduates. He considers business experience of the greatest importance to any commercial teacher. The equipment in instruction for this subject should be good. There should be substantial, carefully selected desks, comfortable chairs, the necessary machines in good condition. Starting students at any time is an evil. He is lengthening the interval between beginning dates and now has it at six weeks.

Mr. Brown then gave a description of the shorthand and typewriting work preceding the secretarial work, setting forth the standards required for promotion to the successive clas-

ses. In his secretarial courses he stresses the importance of business ethics. A splendid set of ideals is set before the students of this school in their preparation for a place in the business world.

### *Teaching Typewriting*

Miss Adelaide B. Hakes, in charge of the Typewriting Department in Gregg School, Chicago, told us how she teaches beginning typewriting. The two big objectives in the teaching of typewriting are speed and accuracy. It is a most encouraging sign that students with conspicuously poor habits in typewriting are becoming more and more the exception. A few of the many instructive and thought provoking points brought out by Miss Hakes are:

1. The importance of sympathetic insight. Don't be too quick to criticize the student. Some of his errors are due not to carelessness but to overanxiety to please.
2. One of the reasons for her abiding enthusiasm for the teaching of typewriting is that it affords a limitless field for psychological research.
3. The ultimate possibilities of the teaching of typewriting are to be achieved only as a result of enthusiastic love for and knowledge of the work.
4. Miss Hakes values highly the inspiration that comes from the demonstrations of those master technicians, the demonstrators employed by the typewriter companies.
5. Teachers should watch students to make sure that over-interest in the result does not bring about faulty method of operation. Give the student constant encouragement. Nothing else brings such a rich reward.

Then followed under Miss Hakes' guidance a demonstration by a group of students furnished through the kindness of Mr. Lessenberry. The students, under Miss Hakes' skillful guidance, and notwithstanding the fact that they had never typed to music before except for a brief rehearsal, got right into the swing of the manipulative drills, the precision drills, and the rhythmic drills.

### *High Lights*

It was altogether fitting that the meeting should close with a summary of the high lights by Mr. Elmer G. Miller, director of Writing and Commercial Education in the Pittsburgh Public Schools. Mr. Miller, in well-chosen words, spoke of the many good things that had been brought out in the course of the meeting, and paid graceful compliment to both the teachers and school officials who had contributed to the program and the social hour.

***Don't forget to send us your renewal order and the correct address for your copy of the September American Shorthand Teacher***

# New York Commercial Teachers Organize

*New Association Formed in New York City and Vicinity*

**A**PRIL 30, 1927, should always be a red-letter day in New York commercial education history, for on that day, at the Hotel Astor, in New York City, the Commercial Education Association of New York City and Vicinity held its first meeting.

At this first meeting, attended by more than three hundred teachers, the new Association received pledges of support from the representatives of almost every commercial teachers' association in and around New York City, as well as from prominent school men, publishers, and school equipment companies.

Dr. Paul Lomax, professor of Commercial Education, New York University, spoke on *Where We Are Going in Commercial Education*, and then introduced Mr. Percy Straus, of R. H. Macy and Company.

Mr. Straus strongly indorsed the program for coöperation between teaching and business groups, and cited as evidence of the support which could be expected from the latter group, the establishment of the school of retailing at New York University.

He likened the commercial schools to factories where the most important product used in the business world is being developed, and advocated the establishment of coöperative part-time high schools, combining classroom work with actual business experience, as the ideal method of commercial training.

"A greater emphasis on cultural subjects in commercial schools is essential," the speaker continued. "I have rather definite views as

to just what cultural subjects are most helpful. History should certainly be included, to indicate to the boys and girls their relative position in point of time. Physical geography is necessary. Literature, especially literature which develops a love for reading, also is part of my ideal curriculum, as well as one foreign language, properly mastered. I think it is a mistake to give smatterings of two foreign languages, when concentration on one will give much better results. Finally, one science should be included, not so much for the sake of the information acquired in the study of that particular science as for the development of the scientific point of view and scientific approach in the student.

"My idea of commercial training is not only educating for a living, but educating for life as well."

Following Mr. Straus's address, a constitution for the new Association was adopted, specifying that "membership shall consist of all those interested in commercial education," and the following officers were elected:

President, Dr. Edward J. McNamara, Principal of the High School of Commerce, New York; First Vice-President, Mrs. W. C. Allan, principal of the Girls' Commercial High School, Brooklyn; Second Vice-President, Mr. Bernard Koopman, of the Theodore Roosevelt High School, New York; Secretary, Mr. Seth B. Carlin, principal of the Packard Commercial School, New York; Treasurer, Mr. Simon Jason, administrative assistant of the Walton High School, New York.



## Credit for Shorthand and Typewriting in Pittsburgh University

**T**HE University of Pittsburgh has adopted the policy of allowing credit for shorthand and typewriting toward the renewal of State Certificates to teach Commercial Subjects in the State of Pennsylvania on examination. It does not matter where the subjects were taken if the candidate can pass the required test. A credit of 12 hours is given in shorthand and a credit of 12 hours in typewriting. Some of the candidates have taken the subjects in busi-

ness colleges, some in high schools, and some in normal schools.

The University still sticks to the rule, however, that credit toward graduation from the University will not be allowed for any work not taken in an institution of University rank.

The examinations in these subjects are given by Professor James C. Reed, a former president of the National Commercial Teachers' Federation.



## *A Few Copies*

of the Gregg Writer de luxe edition of the Gregg Shorthand Dictionary remain after the distribution of copies to those teachers who sent us the subscriptions of from 90% to 100% of their pupils.

This is a beautiful volume, bound in genuine flexible leather with round corners, gold stamping, and gold edges. The remaining copies may be purchased for \$2, net.

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New York, N. Y.



# DICTATION MATERIAL

**to Shorthand Plates in *The GREGG WRITER***

There is no truer test of a man's qualities for permanent success than the way he takes criticism. The little<sup>20</sup> minded man can't stand it. It pricks his egotism. He "crawfishes." He makes excuses. Then, when he finds that excuses<sup>40</sup> won't take the place of results, he sulks and pouts. It never occurs to him that he might profit from<sup>60</sup> the accident.—*Thomas A. Edison.* (65)

## Real "Quality Folks"

*By Hobart W. Martin, in "Nuggets"*

To be an aristocrat of the aristocrats implies neither a "blue stocking" origin, wealth, nor an idle existence. The best<sup>20</sup> definition of an aristocrat is given by what he is not.

Your "quality folks" don't lie—they don't have to.<sup>40</sup> They don't assume to be what they are not—they don't have to and don't want to.

They are not<sup>80</sup> ashamed of the house in which they live, because their houses are as good, as clean, and as tidy as<sup>80</sup> their time and circumstances will permit.

They make no excuses for their table, for what is fit for them is<sup>100</sup> good enough for their friends, or for anyone else who chooses to eat with them.

They are not ashamed of<sup>130</sup> their circumstances in life, nor of their conduct, when their conduct is as good as they know how to make<sup>140</sup> it.

They do not fear the contamination of the wicked, nor the sneers of men, because they are secure in<sup>100</sup> their own standing and safe from attack by reason of their innate justice and courtesy.

Scandal and ill-report, if<sup>180</sup> directed at them,  
find no joint in their armor and slip from them  
harmlessly.

They bear good to evil places<sup>200</sup> and take away no stain; they strengthen the fallen for another trial and cheer the downcast, and in losing their<sup>220</sup> strength they keep it.

They are unconscious of their own character, as the healthy man is of the state of<sup>240</sup> his stomach, radiating good things from a personality at once so simple, sincere, kindly and free from evil intent.

"Quality<sup>280</sup> folks" may be rich or they may be poor, and we can find them everywhere if we look for them,<sup>280</sup> even though the species is not so numerous as it ought to be and will be.

The Founder of Christianity<sup>800</sup> crystallized the standard for "quality folks": Paul of

Tarsus, Peter, Washington, Lincoln, Victoria, Julia Ward Howe, Pope Pius X, were<sup>220</sup> conspicuous examples.

It is not circumstances, nor time, nor position, nor birth, but *spirit* that makes "quality folks."

The mark<sup>840</sup> of aristocracy is not a posture nor a habit. It is not determined in the speech by the absence of<sup>800</sup> the letter "r," nor need it be sought with too great assurance beneath the ermine and the silk.

It is<sup>380</sup> character—and character unconscious; it is power—and power as unconscious as the sun. It is the possession of the<sup>400</sup> rich man if the rich man wills, and of the poor man if he will have it so. It is<sup>430</sup> free to be possessed and makes of its possessor a magnet so long as the house in which it dwells<sup>440</sup> is worthy of the occupant. (445)

## Capitalize Your Reverses

*From "Lessons in Achievement"*

By H. Addington Bruce, in "Forbes"

Lately, in a book of uncommon discernment, I came across a passage rich in meaning to every aspirant to business<sup>20</sup> success. It treats of something no one can afford to forget or ignore:

"For all of us failure of one<sup>40</sup> kind or another is inevitable. It is, indeed, a law of life. We lose to fight again. We fall to<sup>80</sup> rise.

"There are failures of many kinds, some noble, some ignoble. But there is only one kind from which we<sup>80</sup> need shrink, and of which we should be afraid, and that is failure in the soul, that state of mind<sup>100</sup> in which the will is paralyzed, and in which no effort seems worth while....

"Without failure we should be too<sup>120</sup> easily content. With it, we are like the mariner who, with no view of harbor in sight, sails on in<sup>140</sup> the teeth of the storm, arriving at last in the haven of his desire."

If only this wholesome philosophy of<sup>160</sup> failure were more generally appreciated, the achievement-level of multitudes would at once and greatly be raised.

At present appreciation<sup>180</sup> of it is far from being general. It is so far from being general that for every man who is<sup>200</sup> unachieving by reason of sheer incompetency, there are ten men who do not achieve simply because they will not capitalize<sup>220</sup> their reverses through using them as incitants both to harder and to wiser effort.

Some men, many men, actually shrivel<sup>240</sup> under failure and to all intents and purposes cease from effort.

Recognizing that their failures are due to mistakes of<sup>260</sup> their own, but forgetting that they are bound to make mistakes from time to time if only because they are<sup>280</sup> human, they become obsessed with false ideas of personal inferiority and incapacity. The moment a man definitely regards himself as<sup>300</sup> inferior, that moment he begins to glide into ways that mean a mediocre career.

And on the opposite there are<sup>320</sup> other men, many other men, who have such an exaggerated notion of their inborn superiority that, refusing to concede even<sup>340</sup> the possibility of their making mistakes, they look upon setbacks and defeats as invariably due to causes outside themselves, causes<sup>360</sup> quite beyond their control. Such men may continue to strive, but also they continue to make the mistakes previously productive<sup>380</sup> of trouble, and, of course, continue to suffer as before.

In the end, usually, they too cease from effort to<sup>400</sup> succeed, voting it useless because they are so consistently "unlucky." Incidentally, to make matters worse, their persisting "bad luck" usually<sup>420</sup> has a warping effect on their minds, making them notorious self-pitiers or embittered enviers. All this for no other<sup>440</sup> reason than their lifelong failure to capitalize their reverses by candid inquiry into their causes.

Vividly do I recall an<sup>460</sup> acquaintance of this type, a salesman who undoubtedly had it in him to be notably successful, were it not for<sup>480</sup> his strange and chronic self-blindness to the mistakes he made. This salesman—Dring, I will call him—was, when<sup>500</sup> I first met him, above the average in alertness, energy, and physical and mental vigor. One had only to talk<sup>520</sup> with him and observe him for a few minutes to feel sure of this. But, almost from the beginning of<sup>540</sup> his selling activities, he was outdistanced by less capable men.

For his comparatively resultless campaigns, Dring was ready with explanations,<sup>560</sup> but never the true ones.

Buyers were a stupid lot, and did not appreciate the value of the goods he<sup>580</sup> had to offer. Or he had failed to make the expected sales merely because times were bad. Or those to<sup>600</sup> whom he tried to sell were meanly and unreasonably prejudiced against Dring and against the firms which, in unhappily rapid<sup>620</sup> succession, he represented.

Thus he alleged. And the fact was the buyers were really and gravely prejudiced against him because,<sup>640</sup> for one thing, he was tactlessly aggressive and overbearing in his dealings with them, for another he dressed flashily, for<sup>660</sup> a third he gave much more time to the study of baseball and billiards and musical comedy than to mastering<sup>680</sup> the technique of salesmanship. Other mistakes he made also—in particular the supreme mistake of never asking himself precisely why<sup>700</sup> he was so frequently in process of finding new employers.

The business world abounds in Drings today. If the business<sup>720</sup> world is thereby the

loser—as it most assuredly is—the Drings themselves are necessarily still greater losers.

The value<sup>740</sup> of such a custom of personal stock-taking can hardly be overestimated. Never is it more valuable than when business<sup>760</sup> reverses threaten or have become actuality.

Sometimes, but only sometimes, the causes of these reverses—of failure to gain promotion,<sup>780</sup> of demotion, of loss of employment, of financial losses, and so forth—are wholly external causes. Much more often they<sup>800</sup> are rooted in personal shortcomings. To correct these they must first be known, and candid self-examination is prerequisite to<sup>820</sup> this—prerequisite to that capitalizing of reverses which, from the long-gone days of doing business by barter, is the<sup>840</sup> course that has always been taken by the truly wise. (850)

## Drills on Vocabulary Words in the Manual

Page 149

*Column One:* An abundant supply of food and clothing was rushed to the scene of the accident. The receipt of your affidavit<sup>20</sup> by tomorrow will be a great accommodation to us. We are anxious to have you give another address before you<sup>40</sup> leave America. The administrator filed his application with the court yesterday. He plans to amalgamate these two societies. You will<sup>60</sup> readily appreciate the effect of this amalgamation. Among all nations America stands supreme. What is the amount of your annual<sup>80</sup> contribution? You are hereby notified to appear for your examination Friday morning. It was her first appearance in society. We<sup>100</sup> hope to apprehend the criminal before morning. (107)

*Column Two:* The approval of our board will be necessary before we can accept this cabinet. We do not approve of such<sup>20</sup> methods. What is the approximate amount of this fund? We do not wish to appear arbitrary in this matter. The<sup>40</sup> architect was present at this great assemblage to discuss plans for the new temple. The attorney will attach the note<sup>60</sup> to the court paper. There is some doubt as to the authenticity of this agreement. This is an authoritative statement.<sup>80</sup> I would be bankrupt if I bought this automobile. Behold the benevolent old man walking down the street. The benignant<sup>100</sup> driver gave the car on his right an opportunity to turn onto the boulevard. (114)

*Column Three:* Yes, he casually mentioned the incident to me. This catalogue is most complete. That church has been built more than<sup>20</sup> a century. The citizen deserves civil treatment at your hands. This congregation is representative of present-day civilization. You should<sup>40</sup> seek a place of comparative safety. The evidence is conclusive. A consonant is usually sounded with a vowel. The girl<sup>60</sup> made herself conspicuous by her loud



and constant talking. All visitors will receive a *cordial* welcome. His statements do not<sup>80</sup> coincide with those made at the last trial. You may count us out of this *cosmopolitan* affair. We give a<sup>100</sup> coupon with every purchase. Does not this *corroborate* our statements? (110)

## Page 150

*Column One:* The delegate was very curious about the effect of the second covenant. The crucible was full of burning oil. Most<sup>20</sup> of this land is under cultivation. He was in great danger of being thrown from his horse. The inspector will<sup>40</sup> designate every dangerous crossing along the route. The deponent did not mean to deceive. We were placed at such a<sup>60</sup> disadvantage that we thought it best to let the case go by default. This defendant is a degenerate of the<sup>80</sup> worst type. He is a member of the Democratic delegation. This disaster will demoralize our forces greatly. Let us develop<sup>100</sup> your films for you. (104)

*Column Two:* Will he discover the error in the election writs? The disproportionate distribution of the estate caused great dissatisfaction among the<sup>20</sup> heirs. Did you receive your dividend check? His speech on this doctrine was of short duration. The leader is earnest<sup>40</sup> and very economical in his methods. We desire to engage a butler of English descent. His employer made an enormous<sup>60</sup> profit on this deal. You must be careful to seal every envelope. Equality of citizenship is equivalent to happiness. Wouldn't<sup>80</sup> it be nice to be a millionaire? One could have everything—pretty dresses, hats, shoes, etc. Do not let the<sup>100</sup> perfume evaporate—keep the bottle corked. We will execute all orders promptly. (112)

*Column Three:* The mob was greatly surprised when the executive arrived from headquarters. We have hitherto been compelled to pay exorbitant prices<sup>20</sup> for these goods. He found it expedient to place these lines in a horizontal position. This generation has fulfilled every<sup>40</sup> promise. It was a glorious victory for the Union forces. The morning-glory is a bell-shaped flower. She waved<sup>60</sup> her handkerchief to her husband as the train pulled out. As yet we have been unable to decipher the hieroglyphic<sup>80</sup> on this tomb. We are ignorant of any change in his plans. You should clearly illustrate every principle. (98)

## Page 151

*Column One:* The inclosure is incomprehensible. Though he was an indefatigable worker his statements were incoherent. Iron is indispensable in this industry.<sup>20</sup> He will inherit a fortune from his grandfather. The introduction of the speaker was attended with a burst of instantaneous<sup>40</sup> applause. I intend to go to France instead of England. Every teacher in the county must attend the institute to<sup>60</sup> be held next week. This is the greatest institution of its kind in the country. The court is without jurisdiction<sup>80</sup> in this case. The

*juxtaposition* of these buildings is most desirable. This steel was tested in our laboratory. The words<sup>100</sup> legislate and legislation are taken from the same root. (109)

*Column Two:* No legislative action will be taken this session. He was chosen a member of the legislature. Logic is the science<sup>20</sup> of correct and accurate thinking. The court considered this trip a luxury, not a necessity. The receipt of the manuscript<sup>40</sup> will be of great assistance in this litigation. The messenger will be punished for this misdemeanor. The surgeon will employ<sup>60</sup> the most modern instruments in performing the operation. His negligence is inexcusable. You are under obligation to be obedient. At<sup>80</sup> what o'clock did the legislator arrive? Many former luxuries are now necessities. "Go thou and do likewise" is a quotation<sup>100</sup> we often hear repeated. (104)

*Column Three:* We could not prevail upon the passenger to deliver the parcel. A partial list of the members was furnished us<sup>20</sup> at the close of parliament. He will prosecute the messenger with as little mercy as the heathens persecuted the Christians<sup>40</sup> in the olden days. If you will persevere and practice diligently, your success is assured. The plaintiff must prove his<sup>60</sup> case. Do you think this procedure practical? Did you precede him? I shall proceed to show that this state excels<sup>80</sup> in the production of cotton. We can not promulgate such a doctrine. This prospectus gives an accurate description of the<sup>100</sup> property. Practical experience will prove to you that extensive practice on the Manual principles is the best foundation for shorthand<sup>120</sup> work. (121)

## Page 152

*Column One:* Such poor punctuation will provoke your employer. Before you tender your resignation, be sure you can qualify for a new<sup>20</sup> position. Both armies will refuse any offer of quarter. Really, I couldn't give any reason for being late. I hope<sup>40</sup> to be able to reciprocate at some future time. We shall remunerate you for your trouble. The statements were very<sup>60</sup> repugnant. This will be a bloody revolution. He attempted to revolutionize the entire office. The queen gave her people a<sup>80</sup> righteous rule. The salesman reported his illness to the secretary. The employee refused to give a reason for handing in<sup>100</sup> his resignation, which greatly provoked the manager of the office. (110)

*Column Two:* We should be thankful that our present situation is no worse than it is. The social worker shows great sympathy<sup>20</sup> for her charges. If you are specific in your charges he can not thwart your purpose. You did not specify<sup>40</sup> when the goods were to be shipped. His stupidity was due to a lack of steady application to study. The<sup>60</sup> testimony of this witness will strengthen our case. This will be a fierce struggle, and it seems unavoidable. The stupidity<sup>80</sup> of the subaltern resulted in a mistake in filling the order. He handed me this testimonial in support of his<sup>100</sup> argument. The thermometer is broken. She



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*(A Specialty by a Specialist)*

E. E. Gaylord, Mgr.,

Larcom Ave., Beverly, Mass.

has a tranquil disposition. The friendly sympathy shown by all will support the widow<sup>120</sup> in this difficult situation. (124)

Column Three: We "do ordain and establish this Constitution for the *United States of America*." The universe is composed of many planets.<sup>20</sup> This is an unusual sight. We are showing a great variety of materials at our new store. This condition may<sup>40</sup> be improved in various ways. The jury returned a verdict for the defendant in the case of The People versus<sup>60</sup> Richard Roe. He is a versatile chap. If you choose salesmanship as a vocation, you should possess a good English<sup>80</sup> vocabulary. The volunteer will return to the United States at the close of the war. He withdrew before the vote<sup>100</sup> was taken. A warrant was issued for the owner of the warehouse. We purchased these goods from a wholesale house.<sup>120</sup> The jury withdrew to consider the verdict to be rendered in this unusual case. (134)

30

Industry is, in itself, and when properly chosen, delightful and profitable to the worker; but when your toil has been<sup>20</sup> a pleasure, you have not earned money merely, but money, health, delight, and moral profit, all in one.—F. B.<sup>40</sup> Marks(41)

## Motivation Exercises

By Charles Lee Swem

(Concluded from the May issue)

### Exercise 10

Mr. Chairman:

My subject this afternoon is the need for making further provision for our national defense. We have not<sup>20</sup> troops enough to repel an enemy who could send a hundred and twenty thousand trained soldiers against us. Already we<sup>40</sup> are beginning to feel that our miles of coast line in the future will not be the protection they have<sup>60</sup> been in the past. The danger is real, and I should be disloyal if I did not call attention to<sup>80</sup> it.

Yesterday a committee meeting was called, the second in as many months, to consider the subject, and a complete<sup>100</sup> discussion was held, with the result that in less than two hours our party leaders took action which will cause<sup>120</sup> us sooner or later to take our rightful place among the strong powers of the world. I ask you to<sup>140</sup> look at the position in which we now find ourselves—and I hope you won't believe that I am trying<sup>160</sup> to talk politics. Rather, I want your help to save the lives of the boys who fight our battles for<sup>180</sup> us when the necessity arises. If I knew of anything that I could say or do to keep them free<sup>200</sup> from the dangers that only recently we have seen them exposed to, I should be saying it and doing it<sup>220</sup> now. Our hospitals are not yet empty of the wounded of the last war.

I am not in love with<sup>240</sup> war, any more than you are; I am no different from the common run of humanity—I am not quite<sup>260</sup> that far lost as yet—but that is not the point right now. War often is inevitable. It comes along,<sup>280</sup> demanding its sacrifices and taking its toll, whether we will or no. It is impossible at times to avoid it<sup>300</sup> honorably. And then, if we are not prepared to pay the price it demands, we are lost. It seems to<sup>320</sup> me that that is so obvious it is not open to debate. Who knows when we shall be called upon<sup>340</sup> to face an enemy having both an army and a navy superior to our own? It is perfectly possible, as<sup>360</sup> we are situated today.

Above all, I am an American, the kind of American, I hope, which has kept our<sup>380</sup> soil free from the invader's foot since the foundation of our republic. Perhaps I am wrong, but do I hear<sup>400</sup> somebody saying, "He is not an American; he is one of these jingoes who have the idea we must become<sup>420</sup> a nation of soldiers in order to show the rest of the world that we are prepared to protect ourselves?"<sup>440</sup> Well, if anyone is saying that here, I want him to remove that idea from his mind. It is not<sup>460</sup> true. There is not a man or woman, boy or girl, whom I would send into the display of barbarism<sup>480</sup> which men call war; but there is no use denying to ourselves that if such a thing does come to<sup>500</sup> pass in the future, the suffering and the hardships that we must endure will be multiplied many fold because we<sup>520</sup> are not ready to meet them. Why, at this moment we are not able to muster an army sufficient to<sup>540</sup> protect our seaboard. Our air service, while admirable in quality, is still insufficient to protect our cities from bombardment by<sup>560</sup> a well-planned air offensive.

We are second to none in patriotism and enthusiasm for our native land, but in<sup>580</sup> military numbers we are woefully weak. We are building bigger guns, new war vessels and submarines to the value of<sup>600</sup> many millions of dollars, but these are of little avail if we have not the skilled hands and the trained<sup>620</sup> heads to operate them when the hour of emergency strikes. The army realizes it; the navy realizes it. Yearly they<sup>640</sup> ask for greater appropriations, for better quarters, for more coaling stations and operating bases, and the freedom to train an<sup>660</sup> adequate personnel, but always it has seemed we have turned a deaf ear to their pleas. Truly, we have been<sup>680</sup> foolish. The full extent of our lack of foresight and wisdom has never been told. We have sat idly by<sup>700</sup> while the other nations of the world have spent billions and excelled us on both land and sea in military<sup>720</sup> preparation. When shall we awake to our folly? (728)

### Exercise 11

Riding across this great country of ours from the east coast to the west in the easy comfort of a<sup>20</sup> pullman coach or by fast automobile, I never cease to admire the courage of those hardy pioneers who first made<sup>40</sup> the journey. Had I been called upon to make the same trip then, I often wonder whether I

should have<sup>60</sup> been equal to the occasion. I am inclined to think that all of us too easily forget what has gone<sup>50</sup> before us to make possible the benefits which we enjoy today.

How many of us, for instance, ever give thought<sup>100</sup> to the early history of our country and of those who blazed the way for everything which has followed? Those<sup>120</sup> sturdy pioneers, following the flag or it may be the primitive roving instinct, travelled on foot when they made the<sup>140</sup> trip, fording rivers as they came to them, felling trees to make way for the horses and the heavy wooden<sup>160</sup> wagons; depending upon the strength of their arm and the keenness of their eye for meat and food along the<sup>180</sup> journey. In the forest just ahead of them might be hostile savages gathered for a raid.

Capture at the hands<sup>200</sup> of the Indians meant certain death. If the white man saw the Indian first, he did the killing; otherwise the<sup>220</sup> Indian added a new scalp to his collection. Except for a few tribes there was no such thing as neutrality<sup>240</sup> in those stirring days. Not till one side met almost absolute extinction was peace concluded between them.

Thus the pioneer<sup>260</sup> pursued his way westward and northward, fighting and marrying and building. He mastered nature and himself, and he built from<sup>280</sup> a wilderness the beginnings of a great union of states. Later in his path came the stage coach and the<sup>300</sup> mounted express; then the engineer and the division gang laying the first railroad line. But he broke the way which<sup>320</sup> everybody else has followed, even unto the modern generation, for our automobile roads but follow the old trails blazed by<sup>340</sup> the pioneer.

It is an oft-related story, this history of our early founders, but we are so engaged today<sup>360</sup> in the problems of a newer age that we tend to forget. It is a story exceeded by none in<sup>380</sup> all history for sheer courage and industry. We may not be called upon in this age to endure and to<sup>400</sup> achieve as they did, but we can at least remember and take inspiration from their high example. (417)

### Exercise 12

My dear Sir:

We are very glad to welcome you as a customer of our house and to convey to<sup>20</sup> you some sense of our appreciation of the confidence you have thus placed in our products.

We take a pardonable<sup>40</sup> pride in our business. Indeed, we like to feel that it is something more than a business, that it is<sup>60</sup> an art. The making of sweet, subtle perfumes has been the chief affair of our house for many generations.

Our<sup>80</sup> policy has always consisted of careful study of every detail connected with the compounding of our soaps and perfumes. Our<sup>100</sup> extracts are all imported from abroad, from the hill country of France and middle Europe where the various flowers and<sup>120</sup> oils abound. Last year we sent our agents all over the world in search of new oils and new odors.<sup>140</sup> They

have now returned; and their discoveries were funded in our laboratories here, with the result that we were enabled<sup>160</sup> to offer a distinctly original blend which has already achieved a tremendous popularity.

We take pleasure in enclosing a story<sup>180</sup> of the perfume business, showing in attractive form what has already been done and what we hope to accomplish as<sup>200</sup> our contribution to the future.

Thanking you for the courtesy of your confidence, we are,

Sincerely yours, (217)

### Business Letters

#### Return and Allowance

(From Gardner's "Constructive Dictation," pages 34 and 35, letters 3 and 4)

Bennell and Cantol,  
29 East Carry Avenue,  
Poughkeepsie, New York

Gentlemen:

We have received the returned invoice for one<sup>20</sup> only bed No. IP 5086 which we delivered to you on June 29.

Upon investigation<sup>40</sup> we find your order was received on June 24. Owing to our stock being temporarily exhausted on the above<sup>60</sup> number there was a slight delay occasioned in filling your order. Rather than go to the trouble of issuing a<sup>80</sup> wagon call we offer you an allowance of \$1.00 to retain the bed.

Please let us know whether this<sup>100</sup> meets with your wishes. Upon receipt of your reply we shall be pleased to make the proper adjustment.

Yours very<sup>120</sup> truly, (121)

A. M. Crook & Son, Inc.,  
Broad and Center Streets,  
Trenton, New Jersey

Gentlemen:

If we could locate your order,<sup>20</sup> we should gladly follow your additional instructions, but to make prompt shipment of all orders we have so arranged our<sup>40</sup> system that this is impossible. Each order, as received, is marked with the exact hour on which it must be<sup>60</sup> shipped, and is sent at once to the proper merchandise departments, but to avoid delay no record is kept of<sup>80</sup> the exact location of each one. Our permanent record of the transaction is completed and filed after the order has<sup>100</sup> been shipped.

As your order now stands we are handling it as though your last letter had not been received.<sup>120</sup> Therefore, if you find upon receipt of the shipment that the handling of this transaction is not satisfactory, be sure<sup>140</sup> to write us fully, using the back of this letter and returning our invoice if you receive one.

Yours truly, (160)

### Key to April O. G. A. Plate

Books are chiefly useful as they help us to interpret what we see and experience. When they absorb men, as they sometimes do, and turn them from observation of nature and life, they generate a learned folly, for which the plain sense of the laborer could not be exchanged but at great loss. It deserves attention that the greatest men have been formed without the studies which at present are thought by many most needful to improvement. Homer and Plato never heard the name of chemistry, and knew less of the solar system than a boy in our common schools. Not that these sciences are unimportant; but the lesson is that human improvement never wants the means where the purpose of it is deep and earnest in the soul.



You can do what you think you can. You may succeed when others do not believe in you, but never<sup>20</sup> when you do not believe in yourself.—*Micrometer*. (28)



"Ah," said Happiness, "here is a chap too busy to think about me. I'll stick with him." (17)

### What is a Cyclone—and What Isn't?

From "The Mentor"

What is a cyclone—and what isn't? Way back in the year 1848 Henry Piddington of Calcutta,<sup>20</sup> one of the great pioneers in the study of storms, published a treatise called "The Sailor's Hornbook," in which he<sup>40</sup> introduced the term "cyclone" as a general name for all "circular or highly curved winds."

This definition was broad enough<sup>00</sup> to include our American tornadoes, but the term was not adopted into the scientific vocabulary in just this sense.

Nowadays<sup>00</sup> the name "cyclone" is technically applied to a vast system of winds blowing around the center of low barometer—the<sup>100</sup> "low" of the daily weather map.

Cyclones of the tropics, though thousands of times as big as a tornado, are<sup>120</sup> generally much smaller than the cyclones of temperate latitudes, and are nearly always violent storms. In our latitudes cyclones may<sup>140</sup> be stormy or otherwise; they affect us chiefly by bringing weather changes from warm to cold and from wet to<sup>160</sup> dry.

A tornado is another affair. The true tornado is a violent local whirlwind, the chief visible feature of which<sup>180</sup> is a long dangling

cloud, extending to or toward the earth. It is altogether different from the little whirls of<sup>200</sup> dust or leaves that sometimes form in dry weather, and also from the tall whirling columns of sand seen in<sup>220</sup> deserts and known as "devils" or "twisters."

All of these latter start at the ground and work upward, and are<sup>240</sup> visible only on account of the solid materials they carry. The tornado always begins high in the air and works<sup>260</sup> down, and its visibility is due to the presence of a genuine cloud of condensed moisture. The waterspout is a<sup>280</sup> tornado over water, but is far less violent than the land tornado.

Tornadoes are much more frequent and, on an<sup>300</sup> average, much more severe in the interior of North America than anywhere else in the world. (316)

### Short Stories in Shorthand

#### A Big Help

"You said you could swim; why the water wings?"

"They're hot water bottles. This water is too chilly for me." (20)

#### Short Acquaintance

"What! Divorced—and only married a month?"

"Yes—I told her she didn't know him well enough to divorce him,<sup>20</sup> but she wouldn't listen." (24)

#### Good Publicity

John was tinkering in the garden.

"Come in to your tea," called his wife; "there's toast and eggs, kippers and<sup>20</sup> ham."

"You're kidding me," said John, as he entered.

"No, John, it's only the neighbors I'm kidding," replied his wife. (40)

#### Illuminating

The president of the local gas company was making a stirring address.

"Think of the good the gas company has<sup>20</sup> done," he cried. "If I were permitted a pun I would say 'Honor the Light Brigade.'"

A consumer immediately shouted,<sup>40</sup> "Oh, what a charge they made!" (46)

#### Made His Own Niche

A city man called upon another, and after a glance around the establishment inquired:



"How's your new office boy getting<sup>20</sup> along?"  
 "Fine!" was the reply. "He's got things so mixed up that I couldn't get along without him!" (38)

#### *Her Sun Spots*

A young woman on being introduced to Sir Robert Ball, expressed her regret that she had missed his lecture the<sup>20</sup> evening before.

"Oh, I don't think it would have interested you," said Sir Robert; "it was all about sun spots."<sup>40</sup>

"Was it really?" she replied. "Then it would have greatly interested me, for between you and me, Sir Robert, I<sup>60</sup> have been a martyr to freckles all my life." (69)

#### *Starts and Stops*

"Oh, Brother Mule, but this world is full of woes!"

"It's not the woes that I mind—it's the giddaps!" (20)



## *Shorthand and the Teaching of Languages*

*I WAS* first led to the use of shorthand in teaching languages by the benefit I myself had derived from it in improving my knowledge of my own language. The taking of notes from matter dictated from the works of our great authors, and the re-reading of those notes, served to impress upon my mind more forcibly than by any other means I can imagine the construction of the English language.

In teaching my own and other languages, I have found that by teaching shorthand simultaneously my pupils thereby made more rapid progress in learning the language, and that the wordsigns and phrase-forms serve to help the pupil to remember those phrases and words with greater ease. A child learns language in phrases and not in individual words; it is as time goes on that words are added, and the analysis of those words and phrases, which we call grammar, is introduced. Thus some simple phrase-form which helps to fix a phrase in the pupil's mind is a very great help in the early stages of teaching a language.

In Gregg Shorthand we possess a system of shorthand which is practical and, at the same time, based on scientific principles which render the representation graphically of every sound with approximate accuracy. By its means the phonetic value of every word can be more nearly represented in writing than by any other shorthand or longhand system I know.

The time taken in the first few lessons in teaching shorthand as well as the language is amply made up for in the later stages of the study by the greater facility of the student in the use of phrases in speaking it.

As I now recommend to my pupils the use of the phonograph as an aid to familiarizing them with the pronunciation of the language they are studying, I get them to prepare the shorthand forms so that they are able to take the matter down in shorthand and re-read, trying to imitate the sound of the speaker as nearly as possible. This has been attended with remarkable results, the pupil becoming familiar with a number of useful phrases, and able to use them in practice. I adopt in preference phonographic records of spoken matter or recitations, but I find some of the song records, when the singer has a clear enunciation, very useful, as the speed is not too high and the lyrical form of the language makes it more easily remembered. Monologues or other spoken records can, within certain limits, be slowed down on the phonograph for the convenience of the pupil.

Since Gregg Shorthand is now available in several European languages, and others are in preparation, teachers should have no difficulty in finding a system which answers to all their requirements.

—F. C. A.

### **HELP WANTED**

Scores of tests have come to the Gregg Writer Credentials Department during the past few months with insufficient address to enable us to mail reports. In some instances the name of the school only is given, and in others not even that appears. If you have submitted tests and have not yet received a report, will you please give us the names of the students and the kind of test submitted when you enquire about them? That will enable us to find the tests in our "morgue" and make a report on them. Address Miss Florence E. Ulrich, care of the Gregg Writer, 16 West 47th Street, New York City.

## Teachers' Certificates

SINCE the last list was printed the following have been granted certificates:

Irma E. Anderson,\* Gothenburg, Nebraska  
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